THE JOURNAL OF

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Health and Physical Education

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VOLUME 16
No. 9

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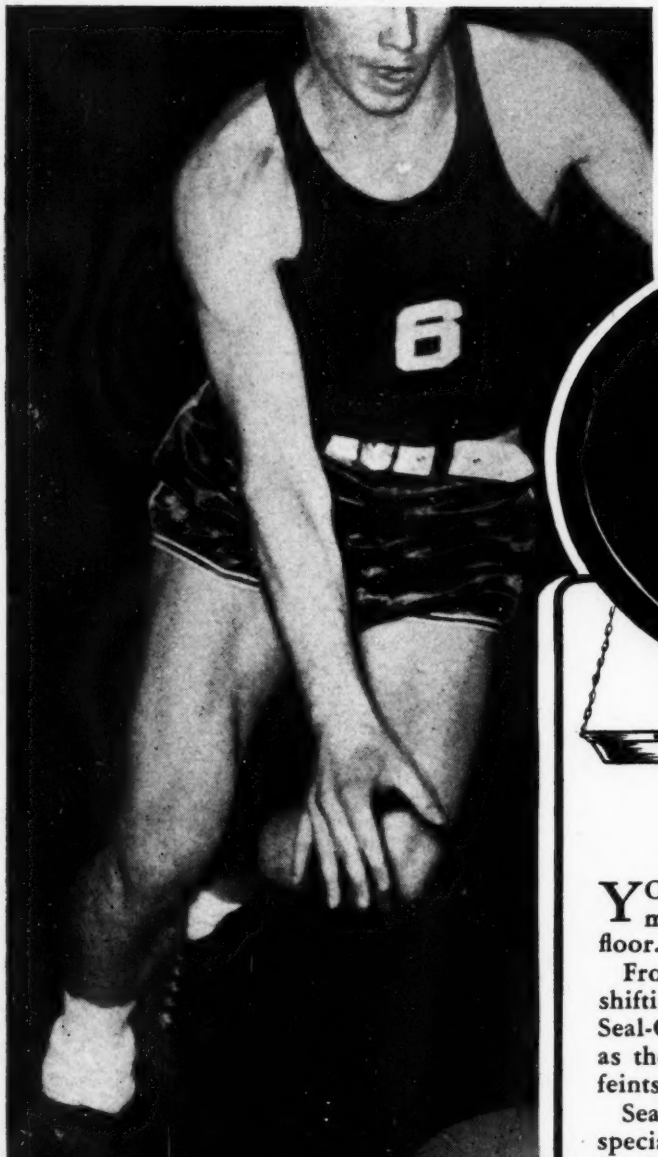

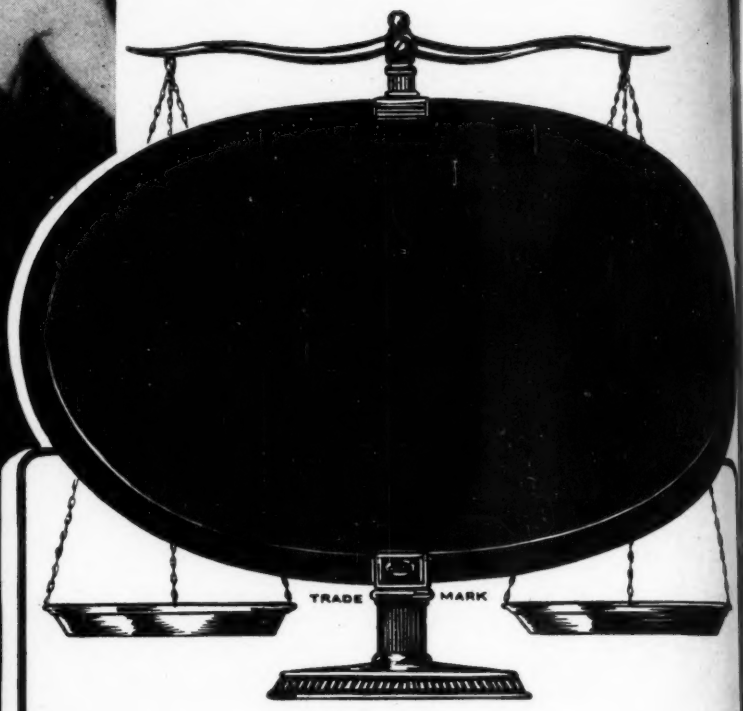

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The Journal of

Health and Physical Education

MARY WIBEL, Editor

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School Health Programs as the Students See Them

By
GEORGE M. WHEATLEY
Metropolitan Life Insurance Co.
New York City

WE health educators are quite accustomed to attending conferences where the full focus of attention is devoted to the problems of young people. We are used to planning programs for youngsters, writing leaflets for them, and talking among ourselves about them.

Not many of us, however, are privileged to sit down with the boys and girls themselves and see our jobs and ourselves through their own candid eyes.

Some months ago I had just that opportunity, when I presided at a round-table on health called as part of a larger conference under the joint auspices of the CDVO and Welfare Council of New York City. Many of the important official and voluntary, city and neighborhood youth-serving organizations were represented at the round table. Resource people were present to offer the experience of the Board of Education, the Health Department, the Academy of Medicine, the Tuberculosis and Health Association, the Committee on Mental Hygiene, etc. What was unique about the session, however, was the presence of a number of representative young people from the city's high schools, trade schools, and colleges. Here, in a spontaneous, unrehearsed, and unself-conscious conversation, we had a chance to find out what youth thinks of us—and, believe me, these young people were not at all abashed about telling us the truth.

Defining Their Terms

Most important of all to me was their concept of health as it was revealed in their direct or indirect statements about it. Health, it appears, is sometbing for doctors and nurses to safeguard; it is a kind of armor or shield which one dons with the aid of professional experts and which consists of the absence of or protection from disease. Further, it is something about which one passively "hears lectures" or "sees movies."

The whole concept of physical well-being as a positive aim in itself seems entirely foreign to these young people. Almost more important, at no time was there any admission that their own health could, by any stretch of the imagination, be their own responsibility.

They were generous with suggestions as to how the health of the city's youth could be improved, but in every case their suggestions dealt with things *we* could do *for* them; never with things they could do for themselves. In other words, they seemed in complete agreement that the complete answer to all health problems lies in more and better doctors, more and better nurses, more and better medical equipment.

Perhaps you will say that it is too much to expect young people, presumably at the peak of their vitality, to be worried about "physical well-being" or to be conscious of personal responsibility for it. On the contrary, we found them eager to discuss the subject. We know that there is a stage in the develoment of all adolescents when they are anxious about themselves. Stolz* found in his work in California, for example, that nearly half the girls he worked with and more than 30 per cent of boys expressed anxieties about their health, usually as it related to their personal appearance.

If, feeling these anxieties, they still take no initiative themselves, but assume that "everything will be all right" if the doctor looks after them and that it is the doctor's fault "if anything goes wrong," then surely we have failed them. Where did they get this idea? How did we give this impression? Have we, in our health teaching, put too much emphasis on the skills of the modern doctor and nurse? Have we over-sold professional talents to young people? Have we so surrounded the subject of health with instruments and sera and textbooks that it became an unfathomable mystery, an esoteric body of knowledge forbidden to all but a small group?

So much for their definition of health—as they have learned it from us. Now for their concept of its importance—as they have learned it from us.

First Things First

We can't consider it *really* important, they told us, for if we did, "more time would be given it in school." We have found time in the school curriculum for French, geography, history, social sciences, mathematics, and numerous other subjects which we think our young people should learn. If we have something to teach them about health, why haven't we dignified that subject too by scheduling regular classes for it?

If I may be permitted a personal observation here, I'd like to go somewhat further than the youngsters. Certainly we would enhance the prestige of our subject for the students if we gave them formal textbooks, made them cram for "exams," and awarded credits for their

This article was reprinted from *Channels*, March, 1945

* Forty-third Yearbook, Part I, *Adolescence*, National Society for the Study of Education.

efforts. But if we want lasting impact as well as prestige, we'll have to develop a more dynamic form of presentation than is prevalent in most formal classes. If you don't believe me, try to talk French to a man who was the star language student in high school fifteen years ago. Or ask your wife the date of the Battle of Gettysburg.

The students had their ideas, too, about how classes should be presented. For example, one boy pointed out that in his school the teacher taught hygiene by reading from a Red Cross manual. "It would impress us more," he told us, "if we heard it as a regular lecture."

Again the cause and the answer seems to lie with us. If we have treated our own subject as a kind of "extra" activity, as an addendum to be fitted in here and there where nothing more important was scheduled; if we haven't bothered to prepare special lectures for it—why should we expect our public to have more respect for it than we have?

Theory versus Practice

Many of us have considered the physical education program in the schools a particularly effective branch of health education, partly because it helps to build the sound bodies which are our primary aim, partly because young athletes have to learn how to keep in condition if they are to win next Saturday's game. On this point, as well, our young people at the conference had some disillusioning observations.

There was disagreement as to the availability of facilities for physical education in the schools. One of the boys said that every school has gym classes and the majority of schools are well equipped, yet the majority of the students do not use the equipment. It is the star athletes, he told us, who monopolize all the facilities, while those whose performance is less skillful hesitate to ask for their turns. Here is a challenge to teachers.

Another boy described the facilities in his school as "terrible," and complained that the lack of showers meant that "we have to go on to other classes dripping sweat and being generally uncomfortable." It's not surprising that he saw very little connection between gym and health education. A third boy said that, "gym can break you down as well as build you up."

When we came to the subject of chest X-rays, we were gratified to hear that most of the youngsters present had had them as part of a special tuberculosis case-finding program in the schools. We were considerably less gratified to learn that few of them knew why they were having them and almost none of them had been impressed with the desirability of having these X-rays periodically. Again they were passive recipients of services, rather than active guardians of their own health.

To them the most easily identifiable part of the school health program was the regular physical examination, and on this subject they were both vocal and in agreement.

"The whole impression you get," said one boy, "is that it is something which applies to gym and all they want to do is to be sure you can stand up long enough to get through it . . . There are questions we would like to ask the doctor, but he is always in such a hurry."

"The school doctors don't examine you all over," another youngster complained. "They take a look at your eyes and, if you happen to have a sore throat, they tell you to get your tonsils out. The schools should provide doctors who are interested and doctors who like their profession. After all, that's supposed to be the reason they took it up."

Obviously they find the medical examination a superficial, hasty procedure by a physician who doesn't encourage questions about health. This in spite of the fact that physicians and health educators have long maintained that the medical examination is the most "teachable moment," the best educational opportunity which exists in the schools. At the time when our young people are most receptive, we are preoccupied with the stethoscopes and charts. We are "too busy."

Diagnosis and Cure

In short, out of the mouths of these young people came the unpleasant fact that our performance in health education and health service is a long way from the high-sounding statements we make and the ideal paper programs we plan. We have not made clear to our youth why we have health programs at all. We have not consulted them in the development of our programs, nor have we convinced them that they share the responsibility for our programs. If, in spite of our failure to earn their interest, they still want information, they find their teachers reading to them out of books, and their doctors too busy to answer questions.

What can we do about it? If this were a business institution, we would diagnose our trouble as a failure to sell our product. The first thing we would then do is to restudy our entire organization. We would ask ourselves what we are trying to do. We would study our consumer group and find out which of their needs our product could serve. We would improve the personnel who deliver our services. We would develop a public relations program.

These answers seem to apply equally well to us. We must take a hard look at all the channels through which we sell our product—the hygiene classes, the gym classes, the actual medical services. We must not be satisfied to diagnose a case of heart disease or to render first aid or to examine for tuberculosis or to coach a game of basketball. We must prepare our physicians, nurses, and teachers specifically for the job of health education. We must learn more about young people—what they think, what they do, what they want. We must recognize our responsibility to create a favorable attitude towards all aspects of our health program, so that the young people who experience these services in school will want to continue them later, long after they have left school. For this is, after all, our basic purpose.

The essence of education is to prepare people for living. It is no less the aim of health education. Where it concerns young people, we seem to be falling far short of this goal.

Postwar Trends in Physical Education Programs

By
ROBERT J. H. KIPHUTH,
T. ERWIN BLESH and OSCAR W. KIPHUTH
Yale University
New Haven, Connecticut

IT has been brought to our minds repeatedly that the health and physical education programs, as they were carried on in past years, have failed in many instances to bring about the necessary physical and organic development of the individual. Such a statement must not be misinterpreted, however, for surely many needed characteristics have been developed, in certain individuals, though activities in physical education. But for the amount of money that has been spent over a period of years for the furtherance of physical education, programs have not come up to expectations. It is true that the physical condition necessary for an individual to attain will depend upon his ultimate goal, whether it be swimming, track, boxing, or war. Still it appears that the general, all-round condition of the individual, from an organic and physical standpoint, is not up to the level that it should be in our American people.

The question arises, then, as to the postwar programs in the colleges and universities. Will they be of such a nature as to remedy this weakness? What will be emphasized? Will more time be spent in actual class periods on physical education activities? How much work will be spent upon developing the strength and endurance of the individual? Will he be taught to swim, an essential for every individual? Just what facilities do our colleges and universities have for aquatic activities? Will certain standard requirements have to be attained, or will the majority of the programs be run on a more or less optional basis?

In attempting to arrive at some fairly concrete answers to these questions, a questionnaire was carefully prepared and sent to 180 colleges and universities throughout the United States. Care was taken to select institutions from every section of the country, so that there would be a good geographical representation in the answers received. Of the total number to whom the questionnaire was sent 128 returned them in time for them to be included in this survey. This is over 71 per cent, which is a rather good return from a more or less random selection of institutions. A summary of the answers to the questionnaire has been arranged in table form, corresponding to the questions asked, with some general comments.

The first question asked of the colleges and universities was whether or not physical education would be required in their particular institution. If so, for how many years, days per week, and what the length of each period would be. One hundred and twenty of the schools, or over 93 per cent, indicated their intention to require physical education in the college program, while three said that they would have no requirement. Five of the schools were undecided.

Table I shows the results of the latter part of the question to be as follows:

TABLE I

Years	*Frequency*	*Days*	*Frequency*	*Periods*	*Frequency*
1	18	1	4	30 (min.)	12
2	66 *(51.5%)**	2	37	35 "	1
3	12	3	59 *(46.0%)**	40 "	19
4	23	4	5	45 "	7
Undecided	9	5	9	50	52 *(40.5%)**
		Undecided	14	60 "	21
TOTAL	128			90 "	1
		TOTAL	128	120 "	2
				Undecided	13
				TOTAL	128

*Italicized scores and percents indicate the mode.

The above figures seem to indicate that physical education will be required for at least two years by the majority of institutions, with three periods of fifty minutes each week. It is significant to note that thirty-five of the schools, or approximately 20 per cent will require more than two years of physical education as part of the college program.

In answer to the question as to whether or not physical education would be a part of the regular credit requirements for graduation, eighty-five of the 128 schools answered in the affirmative, while thirty-three answered in the negative, and the other ten were undecided.

TABLE II

Activities to be offered	*Yes*	*No*	*Undecided*
1. Activities to develop physical and organic strength	122	0	6
2. Aquatic activities	100	15	13
3. Skills activities:			
a. Varsity	115	4	9
b. Intramural	121	1	6
c. Recreational	118	3	7
4. Orthopedic (Corrective) Work	96	15	17

The next question was in regard to the general types of activities that would be offered. What types of ac-

(Continued on Page 534)

Writing Scripts for Better Teaching Films

Scene made while filming "Springboard Technique." (Photo courtesy Coronet Instructional Films.)

By
FREDERICA BERNHARD
University of California
Berkeley, California

HAVE you ever wished for better teaching films? Have you ever thought of writing a script? Why not try out your ideas in one for a film producer? It is somewhat similar to writing a play. Both plays and scripts for pictures are available for easy reference in any city or college library. The returns to those who prepare films for training purposes are comparable to royalties paid for the preparation of textbooks or other publications. In the case of textbooks, however, practically all follow the same general pattern. Visual materials, on the other hand, vary all the way from simple stills to very complicated motion sequences, involving monocolor or multicolor processes, thus changing royalty regulations.

Film producers, through their work with the armed services, have learned what characteristics make films useful in teaching. They are ready to cooperate with us of the teaching profession in producing such material.

The criticism we have received of many of our physical activity films is that they are only a narrative or exhibition of an event rather than the analysis of the techniques on how to perform the activity.

At Big League games or Championship Tournaments, producers will be noticed taking shots at different speeds and angles of the game. This makes an interesting picture for the fans and is a record worth having of outstanding games, but it does not teach the learner how to do the activity. It may serve as a good promotional film, stimulating interest in wishing to be a skilled player, for it shows the game at its best, but it lacks the fundamental steps that must be taught to become a player.

Sometime ago the author wrote to Mr. James A. Larsen of Coronet Productions, Glenview, Ill., inquiring about the extent of cooperation we can expect from motion picture studios, and what the physical educator can do to help produce better teaching films. Mr.

The author is chairman of the Visual Aids Committee of the National Section on Women's Athletics.

Coronet's film editing room and equipment. (Photo courtesy Coronet Instructional Films.)

Larsen, who has added several fine teaching films to our profession, states:

First, we expect the subject matter specialist to supply us with a detailed outline of what he thinks should go into the film and with the help of our script re-writers, work this outline into a shooting script that we can use, including the narration for each scene. Second, we expect him to prepare a study guide or teacher's manual to go with the film. Third, we may ask him to supervise the shooting of the film either at the studio or on location. Fourth, we expect him to assist in the final editing of the film by viewing our rough cutting and making suggestions for changes in timing, emphasis, etc.

Realizing that few of us have had scriptwriting experience and that it is difficult and quite a different job to be able to transfer the knowledge of an expert into the terms of a classroom film, Mr. Larsen has made a simple outline of the procedure necessary from which a brief digest has been prepared: First, the producer wishes to know whether the educator is an accepted and outstanding specialist in the field of physical education; second, the educator should have a conference with the producer and describe the various kinds of action desired in the picture. Then a script should be written, including almost scene by scene (action) outline, describing the various actions, and at the same time indicating fairly accurately the time consumed in performing the techniques. Also the script should be marked for shots, close-ups, long shots, slow motion, animation, etc.

After this outline reaches the motion picture studio, it is necessary for an experienced film writer to rewrite the manuscript and put it into shooting script form. It is advisable to have the educator at the studio, when the picture is ready to be shot. The educator helps direct the picture. The picture is then developed and printed and the editing staff takes over. All poor scenes are eliminated. When the good takes are checked, viewed, and assembled, they are spliced to make what is called the rough cut of the picture. Then the educator is asked to look at it, give his advice and comment on the picture in that form. Further cuts may be recommended. The picture is timed and reduced to the required length of a one-reel film, a little less than 400 ft. The physical educator then reads the narration script which is also in rough form, as he projects the picture and indicates certain changes in speeding or slowing up in order to make it fit as nearly as possible the various sequences; he may even improve the phraseology describing the action. This procedure includes about all the specialist or educator actually does in relation to the production of the film. From there on it becomes a matter of finishing in the studio, which includes recording, narration, titles, music, etc. Mr. Larsen goes on to say:

Because some subjects are a little more involved than others, there is a small elasticity in the terms we offer the specialist educators. To begin with, if the picture is being filmed at our Glenview studio, and we find it necessary for the specialist to be on the ground, his expenses are paid to and from the studio, usually at a time when it does not interfere with his normal school work. For his original outline as above described, together with his final editing, we pay him a token fee of between $100 and $150 (in addition to his expenses). Then he receives a three per cent royalty perpetually as the picture remains in our library. In this latter connection, it might be well to point out that we would not make a picture if we didn't believe that it would have a wide sale and be the type of picture that could be used in thousands of schools. From our standpoint we can hardly anticipate any reasonable income on the picture for several years. In terms of the prices of today, $45 for a black and white picture, we would confidently expect that any picture we make would certainly have to gross $10,000 or more before even our original cost had been returned. On that basis you will see that the author in that period would receive royalties equivalent to approximately $300. Of course that is only the beginning for that picture would be usable for many years to come, and he would receive his royalty twice a year perpetually. We believe these royalties are higher than could be realized from textbooks. Then too, it may well be that the same author may contribute his help on some other films in the same category, so that a specialist educator could have a fairly substantial royalty accruing in the future from this source.

Ellsworth C. Dent of The Society for Visual Education, Chicago, answered an inquiry on how to proceed in making filmstrips. This form of visual aid is an excellent one for studying detail analysis of positions and form of activities. It can supplement and comple-

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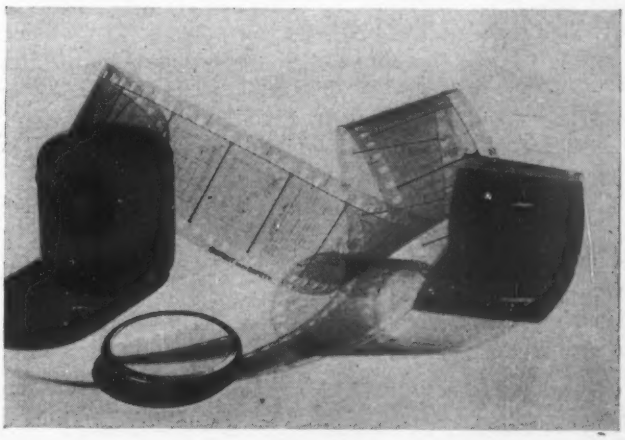
Filmstrip (or slidefilm) and container; diameter of case is 1½ inches and height is 1¾ inches. (Photo courtesy Society for Visual Education, Inc.)



The Wisconsin Benefit Plan

By
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IN ORDER to secure actual facts in connection with athletic injuries, their causes, as well as care and cost, the Wisconsin Interscholastic Athletic Association decided to make an extensive study of the problem in 1928. The study was made over a two-year period, namely, September, 1928, to June, 1930. While the information secured was far from complete and represented, at best, only a small fraction of the total, it nevertheless convinced the Board of Control that some plan should be found or developed which would assist those injured in athletics in paying for the care incident to such injury. The Board at the same time decided to use the information developed as a fact-finding study to determine, if possible, cause of injury and to discover methods for prevention.

The question has been asked, and with reason, why the W.I.A.A. did not have some insurance company underwrite the cost. Others stated quite frankly that the entire matter should be handled by an insurance company. At the beginning of the study, the Board of Control was in full agreement with both contentions. After determining the desirability, as well as need, of protection several large insurance companies were contacted. The almost uniform reply was, "We have no figures on which to base the cost," or, "We do not believe that the field is one in which we could operate profitably," or, "We are not interested," or, "The cost of operation would be prohibitive." Only one company was found which would cover for athletic injuries and they asked $14.00 per boy for football alone.

After learning that there was little or no possibility of having any insurance company give the plan a thorough trial, except at a prohibitive cost, the State Insurance Commission was approached on the matter. The Insurance Commission gave constructive help and outlined two possible plans: one the organization of a new insurance company for the specific purpose of giving protection; and second, the conducting of the plan under a definite benefit schedule as part of the regular organization service. After considerable study, it was decided to adopt the second suggestion and approve a benefit plan.

The W.I.A.A. had a surplus of $15,000 and decided to use this money in experimenting with a plan of benefits which was (1) to assist the boys injured in paying for care incident to such injury, and (2) to discover, through the plan, the causes of injury and to reduce them on the basis of the information secured.

The plan was initiated in September of 1930. It made provisions for covering all boys eligible for interscholastic competition who passed a satisfactory physical examination by a physician and whose parents by signature agreed to participation in the sport for which protection was asked. Individual cards in duplicate were provided on request of the individual schools. The plan set up very definite regulations relative to the reporting of injuries within five days and the completion of the requests on affidavits by boys, physicians, and principals within 60 days. A schedule limiting benefits to breaks provable by radiograph was adopted. No fee of any kind was asked during the first two years. While originally benefits were paid only for broken bones, the plan has developed to the point where all injuries resulting from athletic participation or competition are covered.

The principles originally approved have been retained with the exception that the 5-day reporting period has been liberalized to 12 days. Affidavits are no longer required and cards are issued in triplicate, one for the Association files, one for the school and one for the parents. Numerous additions have been made to the Schedule of Benefits and registration fees established.

For the third year schools were asked to pay 5c for each Examination and Permit Card. For the fourth year a registration fee of 25c per boy was established. A study of injuries showed that football was by far the most hazardous sport and in 1935 a differentiated fee of 50c for all sports and 25c for all except football was set. This fee remained unchanged until 1939 when the fee was set at 75c for all sports and 25c for all except football. With the beginning of the 1940-41 school year, a so-called double benefit schedule was approved. The regular schedule was known as "A" while the second was indicated as "B." The two schedules varied in both cost and benefit. They were developed in order to better meet local situations.

With the beginning of the third year dental injuries were included in the schedule. After five years a provision was included under which dental benefits were paid only when the tooth injured was sound upon examination or repaired and so reported before the date of injury. During the first seven years of operation, only high school students, grades 9 to 12, were eligible for participation. Beginning with 1937-38 7th- and 8th-grade students were accepted. With the beginning of the 1938-39 school year a travel benefit was included at an additional cost of only 10c per year. This travel benefit was operated under a very definite and separate schedule.

Participation by member schools has been very high. During the first year when no fee was required 93 per cent of all schools enrolled with 18,120 boys covered. During 1933-34 when the registration fee was first introduced only 90 per cent of the schools took part with 16,582 boys covered. For 1938-39 96 per cent of all schools were included with 25,338 boys covered. For 1944-45 98 per cent of all schools participated with the registrations exceeding 26,000.

During the sixteen full years of operation, a total of 331,267 boys have been covered in 2,417,671 sport exposures. The total paid out in benefits amounts to $208,160.20 which represents 91 per cent of the total cost to the Association. Eighty per cent of this total has come from registration fees while the balance of approximately $48,000 has been taken from basketball tournament profits.

It might be of interest to know that the Wisconsin football injury ratio has been reduced from 92 per 1,000 for 1930-34 to an average of 40 per 1,000 during the last ten years. We attribute this largely, if not entirely, to the lessons that we learned from the Benefit Plan.

Since the initiation of a Benefit Plan in Wisconsin in 1930, twenty-six other states have approved similar programs. New York was the next in line initiating its program in 1933. All of the states with but two exceptions operate and finance the plan through the State High School Athletic Association. In Iowa the State Athletic Association sponsored and organized an Insurance Company controlled and operated by the State Athletic Association. In Ohio the Association cooperates with an insurance company. Illinois encourages the purchase of a policy from a Mutual company. The actual test of a plan is in the number participating. Where coverage has been through an insurance company, the total participation has been negligible. Benefits, simplicity, and cost of operation together with the rates will determine the number participating. The Wisconsin Plan serving by far a smaller student body has also by far the largest participation. Full information is not possible from a small fractional participation. The real value of a Benefit Plan comes from the injuries prevented rather than from the benefits paid.

The Wisconsin Board of Control has always been mindful of the possibility of covering all children in the elementary and secondary school field. While progress has not been sensational, it has nevertheless been positive and constantly heading toward complete coverage for all children both at work in school and at play under school and community supervision. With this objective as the ultimate goal, the 1945-46 Benefit Plan provided for protection during the vacation period in definitely established and regularly supervised recreational programs.

The 1945-46 program also provides for a plan known as Pupil Coverage. This feature is available to all public schools in the state. These features are of such wide interest that each will be briefly covered.

Summer Sports Program

The Athletic Accident Benefit Plan covers participation in baseball, softball, golf, swimming, and tennis where the programs for the summer activity have been approved by the W.I.A.A. The W.I.A.A. cooperates with organizations now sponsoring such programs and assists in the setting-up of such programs in communities now but offering supervised summer recreational activities.

Requirements for participation:

1. Any boy or girl of legal school age enrolled in or eligible for enrollment in grades 1 to 12 is eligible for coverage.
2. Wisconsin public high school students registered for the previous year under the Athletic Accident Benefit Plan will have their protection continued for participation in an approved summer sports program without additional enrollment or fee.
3. Any student registered in or eligible for registration in Wisconsin schools in grades 12 or below is eligible for coverage under the following conditions:
   a. They must be registered with the W.I.A.A. in an approved program.
   b. This registration must be through the person designated as being in charge of an individual sports program.
   c. The fee of 50c per boy or girl and registration blank in proper form must be in the office of the Secretary of the W.I.A.A. before coverage becomes effective. The hour and date of registered mail will be accepted as the effective time for coverage.
   d. No medical or dental examinations will be required from summer sports program participants.
4. The regular "A" Schedule of Benefits will prevail as will all other requirements relative to time of reporting injuries, completion of requests, and regulations relating to non-participation after injury.
5. Coverage will be effective during the continuance of an approved summer sports program but not before the closing date of school in the spring nor after the opening date of school in the fall.
6. All other requirements of the Benefit Plan, not especially modified under this program, will also prevail.*

It will be noted that all covered under the Benefit Plan for the previous year have their protection continued without cost during the summer following such enrollment. The operation for the first year, just concluded, was satisfactory. The plan will no doubt be continued for the future but the setup will be both modified and simplified.

Pupil Coverage

A plan to make protection available to all pupils in Wisconsin Public Schools under the following conditions became effective on September 1, 1945.

The plan provides:

1. Coverage under Schedule "A" for all pupils of

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* A few of the Schedule "A" Benefits are listed at the end of article.

The Function of the Teacher in Modern Dance Composition

By
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EVERYONE knows the old saying, "You can lead a horse to water, but you can't make him drink." The same axiom holds true in the teaching of dance composition—you can lead a student up to the process of composition with all sorts of devices and methods, but he will not necessarily compose. One student may compose well with very little previous training, and another may produce nothing of any value after months of study and work. Dance composition, like the creative process in any art form, is delicate business, and we know very little of its workings. Systems and plans are devised, but they cannot guarantee results with any degree of certainty. The writer feels that there is a certain element of fate in the process. A student can create or he cannot, and sometimes all the training in the world will not produce results. All should be given a chance, as one never knows where talent lies, but to expect every student to create is a mistake.

The text of this article has two divisions, first, that the creative procedure cannot be set into any pre-conceived system. It withers and dies on the vine when caste into a rigid pattern. There are no scientific rules to insure its success. Secondly, every teacher should teach as best suits his situation, his personality, and his students. To keep abreast of the times is important, but it is much more important to teach well and with an eye to one's particular problems than to use the latest methods or produce dances in the current subject matter.

The process of composition in dance is the same as that of any art form, that of creating a work of art out of the materials of the particular medium. In the case of dance, the medium is movement, human movement. A recent writer, defining composition, says, " . . . the initiating of any art involves arousing feeling and then harnessing this emotional drive to the handling of materials."[1] The harnessing of the emotional drive constitutes the craft of the art, and it is with this craft that we are concerned. We are interested in it relative to dance students in educational institutions or lay students, as we might call them. (The problems involved in teaching professional dancers are bound to be different from those which face the teacher whose students will study dance as a small part of their academic careers.)

1 Ruth Radir. *Modern Dance.* New York: A. S. Barnes and Co., 1944, p. 80.

Let us now consider the function of the teacher of dance composition. Why have a teacher? Cannot a student compose as he feels? Cannot he just dance? For great talent there is probably little need for a teacher. Most of the creative geniuses of the art world do not have teachers; they slave by themselves, creating their works of art at great sacrifice and with great strain. But it must be recognized that composition is "one-tenth inspiration and nine-tenths perspiration" and the nine-tenths of the process involves the craft.[2] A craft is a technic and as such it can be studied. There is no doubt that a student can learn aids and devices which may help him to make better dances. I say *may* help him, because there can be no guarantee.

Dance, it is recognized, is less subject to formal rules of composition than music, architecture, or even painting, and sculpture. Modern dance, in particular, has few traditions in the formal sense of the word. This lack of tradition is what distinguishes it from its colleague, the ballet. Modern dance is a very personal idiom—each interpreter uses his own movements to present what Doris Humphrey has called "the artist's reaction to the world about him." Whereas the ballet uses a formal code of movement for its expression, modern dance uses any and all movements which fit its purpose. Every modern dancer composes differently from every other one, finding his own personal means of expression. There are, of course, general ideas as to what makes good dance, but these ideas are not as specific as those of the ballet. This lack of tradition makes for great difficulties in the teaching of dance composition.

The teacher's function is hard to intellectualize. As in every phase of education, teaching is an art, not a science, and teachers are born, not made. The demands placed on the teacher of modern dance are very great. In the first place, he must set the standards of worth and excellence which will prevail. His ideas will influence every aspect of the students' dances. He sets the general tone of the dances which are composed and performed, and the specific aspects of the productions. If he dances and choreographs, it is inevitable that he will be imitated. He must be prepared for this and realize his responsibility to his students and to the dance art.

2 With apologies to Mr. Louis Horst.

I FEEL that the teaching of dance composition is an extremely personal job. Everyone teaches differently. And because of this very personal nature of the work, I feel that it is not very important *how* one teaches. The methods are relatively unimportant. The purpose and function of the teacher is (1) to instill and stimulate in his students a desire to create, and (2) to call forth from his students good dances. How he accomplishes this end, short of beating his students over the head, would seem to me to be his own business. It would be much simpler, I realize, if he could follow a set of rules, i. e., in the first term, "do this," in the second term, "do that," etc. But an inherently flexible and personal art form like modern dance can not be taught that way. If it were, it would defeat its purpose. There is no system for the teaching of modern dance composition.

The burden on the teacher is a heavy one. He must develop his own methods, plan of work, ideas. He must get results in his own way. Perhaps the weight of the demands accounts for the fact that we have very few good teachers of composition. A good teacher must have a stimulating personality. He must create in his students the desire to create. In the majority of educational institutions he has to work with beginners. Most students, as we all know too well, are self-conscious, shy, and afraid of composing. They are often literally horrified at the thought of "making up a dance" by themselves. The psychological influence of the teacher's personality in dealing with such difficulties is of the greatest importance.

The teacher does not necessarily have to be a first-rate choreographer, though that is a great help, but he must know movement and its possibilities, and he should be an able critic of the dance craft. His cultural background must be well rounded. Good taste and artistic discrimination should dictate his judgments. Students rely unreservedly on the advice of the teacher in the choice of subject matter, and he has to be able to suggest and select content and themes for dances. Not all material is adequate or suitable for dance, and the teacher's job is to aid the students in the matter of appraisal. The teacher must know the other arts and the relationship which they bear to dance so that he can help in the technical problems of dance production.

Another job of the teacher is to provide the opportunities to produce dances. Margaret H'Doubler has said that ". . . the problem of creative teaching is to build the necessary background for progression and to provide ample opportunity for spontaneous emotional response."[3] In a specific way, he provides opportunities by making plans for the students' work to be performed and witnessed. He holds meetings at which dances are presented and criticized by the students, faculty, and laymen. He calls for student-written reports on recitals which are of value to the student choreographers. He invites outside critics and dancers for discussions and performances. In short, he does all he can to allow the students to dance and perform.

In addition, he must be able to make the students work and produce. It is true that " . . . creative activity (cannot) be commanded, it can only be called forth," but oftentimes a little commanding is necessary.[4] The best intentions in the world come to naught unless the students produce something in the way of tangible results. One of my former students once said, "You're just a slave driver, but we wouldn't get anything finished if you weren't. " A teacher must know when to brow-beat, when to cajole, when to plead, when to be firm, and when to give in. But produce he must!

The teaching of dance composition is not only personal as regards the teacher, but also in relation to the student. Not all students should be taught the same way. The desired results can be achieved through a great variety of ways. One student may need work in one respect and not in another. Jane may begin at a particular point of departure and John at an entirely different one. There is no set starting place and no pre-conceived ideas which should be handed down as the only ones. Sometimes a teacher may use the dubious method of throwing a student in the water to see if he will swim. If he does swim, there is no need to worry. If he starts to drown, the teacher tosses him a pair of water-wings in the form of a device or two. Obviously the teaching of dance composition is quite an individual matter, and this fact means that one cannot have, and should not have, large classes in composition to obtain the best results.

THE teacher of dance composition is faced with an infinite number of problems. When in the course of his classes should he begin composition? How much bodily technic and training should his students have had and what is the relationship between body technic and composition? What stimuli and source material should be used? Should formal composition or content be taught first? What modifications are required for special groups such as children, industrial workers, teachers, theatre students, and the blind and the deaf? How much of the work should be done by the teacher? Should all students compose solo dances first or should they take part in group activity? These are only a few of the questions which the teacher must answer in his own way.

At this point, I should like to discuss the increasing tendency to teach composition according to rules. In the early twenties, when modern dance was beginning its present journey along the untrodden paths of the art, Margaret H'Doubler crusaded against the teaching of set dances, a practice then very common in the dance world.[5] Now that we have slayed the dragon "Routine," we are faced with another problem. The dragon has taken the form of stereotyped devices and methods, and we must again play the role of St. George. Diana Jordan,[6] in her admirable little book, *Dance as Educa-*

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3 Margaret H'Doubler. *Dance: A Creative Art Experience.* New York: F. S. Crofts and Co., 1940, pp. 106-107.

4 Radir, *op. cit.*, p. 79.

5 Margaret H'Doubler. *The Dance.* London: Johnathan Cape, Ltd., 1925, p. 163.

6 Diana Jordan. *The Dance as Education.* London: Oxford University Press, 1938, p. 27.

Editorials

Fluorine and Dental Caries

HEALTH educators have long known that the majority of school and college students suffer from dental caries, and that none of the means thus far tried have succeeded in materially reducing the attack rate of this disease. They also know that neglected caries may constitute a serious impediment to physical fitness, by giving rise to dental abscesses from which infection may spread to vital organs. Even if such a calamity is avoided, dental infection may cause a slowing down of physical efficiency and alertness and a general feeling of malaise. The oft-repeated advice to "brush teeth daily" and "eat proper foods" have failed to produce any substantial reduction in the caries attack rate.

Now comes hope for such a reduction in the form of fluorine. Another decade will probably be required, however, to establish fluorine fully as a dependable caries preventive. Studies are now being carried on in two fields—the dental effects of fluorine as a constituent of drinking water, and the effects of sodium fluoride solution applied directly to the teeth. Practically all observations thus far recorded are hopeful. It has been established that, in areas where the public water supply contains approximately 1 part per million of fluorine, children who consistently use this drinking water during the first 8 or 9 years of life (the period during which most of the tooth enamel is formed) have from 50 to 65 per cent less caries than children who use drinking water containing little or no fluorine. It has also been demonstrated in several controlled studies that topical application of sodium fluoride to children's teeth has resulted in a 40 per cent or greater reduction of caries in the treated teeth.

Recently two cities, Newburgh, New York, and Grand Rapids, Michigan, began 10-year studies of the effect of placing enough fluorine in the public water supply to bring the fluorine content up to one part per million. A study of 2,000 school children is being carried on in Rochester, Minnesota, to determine several points as yet in doubt regarding the topical application of sodium fluoride. Not until these and other projected studies are completed can the use of fluorine as a caries preventive be generally recommended to the public.

Meanwhile it is essential for the dental health of the present generation of children and young people that full use be made of all available means of combating caries. Reduction of highly sweetened foods and drinks should be encouraged, since such reduction is known to effect a decrease in cavity formation. Above all, students should be urged to obtain timely dental examination and treatment in order to save teeth and prevent advanced dental disease.

The chief difficulty in this respect at present is the shortage of dentists—a shortage that will not be greatly relieved even when all dentists now in military service return to practice. It is impossible for dentists to handle all students during the hours and days when schools are not in session. Educational administrators, therefore, can render an important service to dental health by maintaining the policy of excusing students from classes for dental appointments.—By *Randolph G. Bishop,* Editor, *Dental Health,* Washington, D. C.

Examining Health Examinations

A RECENT search for the items which should be included in the school health examination was quite revealing. Even more revealing were the facts obtained when the list of examination items was compared with the list of causes for rejection of World War II draftees.

In the twenty-seven health examination blanks, found in as many reputable sources, only two items were found to be included in all blanks. These items were eyes and vision and ears and hearing. A list of items included in 75 per cent of the sources would add (1) teeth and gums, (2) weight, (3) nose and breathing, and (4) lungs. Only six items, then, were included in as many as three-fourths of the sources.

In all, twenty-seven items were included in six or more of the twenty-seven sources. For the possible use of those planning more effective health examinations in the near future the list of twenty-seven items is given here.

ITEMS MOST FREQUENTLY FOUND IN HEALTH EXAMINATION BLANKS

Rank	*Item*	*Frequency*
1	Eyes and Vision	27
2	Ears and Hearing	27
3	Teeth and Gums	23
4	Weight	21
5	Nose and Breathing	21
6	Lungs	21
7	Heart and Pulse	19
8	Height	19
9	Nervous System	18
10	Skin and Subcutaneous Tissue	17
11	Cervical Glands	16
12	Posture	16
13	Feet	16
14	Throat and Mouth	15
15	Nutrition	14
16	Hernia or rupture	12
17	Age	12
18	Tonsils	11
19	Orthopedic Conditions	11
20	Hair and Scalp	9
21	Musculature	9
22	Thyroid	8
23	Blood Test	7
24	General Appearance	7
25	Chest	6
26	Speech Defects	6
27	Urine	6

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Standards in Physical Education

By
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Department of Hygiene
College of the City of New York

WHEN the people's President of Cuba, Dr. Ramon Grau, was a professor of physiology he was known to the medical students as a "hard marker." His sardonic remark as he flunked unhappy, deficient medical aspirants has become legend. "Do you want to be physicians or assassins?" he asked generically.

Applied to physical education we might ask ourselves, "Do we want to be good educators or 'good eggs'?" For any teacher to be a "good egg" is highly desirable. However, if being a "good egg" is accomplished at the expense of being a good educator then we had better become "hard markers" like Dr. Grau. It is this writer's belief that physical education has too many "regular fellows" and too few taskmasters and task-making policies. The writer is definitely among the guilty. In this shortcoming lies one of the major weaknesses of physical education as a profession.

Our laxity in grading students in physical education and in promoting them from one class to the next points up a significant reason for our lack of equal standing with the academic subjects of reading, writing, arithmetic, French, or social studies. Let's not fool ourselves that academic-minded administrators consider us of equal importance. In what course are they suggesting that returning veterans be given blanket college credit? Not in French that they may have learned in Paris, not in the social studies that they gained from social experiences, not in history that they were making, but in physical education that they need to rebuild broken bodies and devitalized spirits. But the fault is ours. Have we in physical education considered our subject important enough to fail a student who attended classes fully prepared every day, but who failed to improve proportionately in his physical abilities? Few of us ever did. Ask yourself how many regularly attending students you have "flunked" in your career. The answer for the writer is, "Never," and is probably the same in almost all cases. If we as a group do not consider our subject important enough to fail a deficient student, how can we expect our academic colleagues to regard our course as a significant part of the curriculum?

This is tantamount to saying that we have no established standards of physical performances, abilities, and capacities for our boys and girls. Objectives, standards and principles that exist on paper we have in abundance. We have a wealth of diagnostic, motor educability, athletic achievement, and strength index scales with age, grade, and height-weight norms that we abuse rather than use. We employ them for classification, diagnosis and personal research purposes over a disproportionate amount of time in the teaching program. With this plethora of tests we have never as a profession come out with accepted official scales of physical fitness or performance to be achieved progressively by students in our physical education courses from the elementary school to the college level.

Brilliant academicians abound in our field of physical education. A great deal of *Journal* material in recent months has centered around the present status of physical education programs and postwar planning.

This is only a tiny sample of the excellent planning that our profession is capable of evolving, however. We might ask ourselves if these planned ideals and objectives are functioning to any great extent in physical education around the country. The answer to this question appears to be in some remarks made by Dr. Frank S. Lloyd in an address to his staff of thirty teachers of health and physical education at the College of the City of New York. He said,

> We in physical education have only scratched the surface of the huge task that lies before us in making the nation physically fit—and you can choose your own definition for fitness but you know what I mean. The work we did on this same task that is now behind us, burst in our lap like a bombshell when the war showed up 5,000,000 men physically unfit for military service, 1½ million of whom were salvaged and rehabilitated by the services of the armed forces.

Why, with all of our adequately outlined ideals and objectives have we been turning out so many inadequate physical specimens? The author's answer to this question, among the other factors well known to all of our profession—that sufficient time in the curriculum has never been allotted to physical education on all levels of education—is that we have not in all the years of enlightened physical education, established and enforced an approved standard of physical fitness performannce at any level of education. This failing is one that is within our immediate power to correct. *It implies the establishment and utilization of standards of proficiency for passing or failing any given course in physical education at whatever level of education it is being given.* Let us look into these two points, namely, our lack of standards of fitness success as measured by performance, and our laxity in passing on obvious fitness failures.

ONE hundred elementary school graduates and one hundred college graduates present themselves at a military induction center. In any situation the ele-

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An Ideal Outdoor Tennis Practice Board

By

ELIZABETH BEALL
Wellesley College
Wellesley, Massachusetts

and

MARGUERITE VERKRUZEN
Lindenwood College
St. Charles, Missouri

THE number of tennis practice boards in this country has greatly increased since 1937 when the United States Lawn Tennis Association encouraged their use to improve the skill of players chosen for the Junior Davis Cup and Junior Wightman Cup squads. Practice against a board is helpful to all levels of ability. Not only is a player not dependent on an opponent for keeping the ball in play, but he can do more concentrated work on his own weakness.

Specifications for an ideal practice board, as given in this article, represent a compilation of material obtained from a questionnaire[1] sent to eighty-eight schools, colleges, and universities in various parts of the United States, plus the personal experiences of the authors in the use of several types of boards. The ideal board should be built near to, but completely separated from, the tennis court, so that it is possible to use both the court and the board at the same time. This type of board, although more expensive than one built on the the tennis court is more satisfactory for class work, and if placed near the courts can be easily supervised.

Construction

BOARD:

Size.—A board which is 100 feet long by 10 feet high, not including wire fencing above the board, is an ideal size for class work in tennis.

Playing Area of Board.—Cypress boards 1¼ inches thick, by 3½ inches wide, by 10 feet high, matched tongue and groove, should be laid vertically so that water will drain off and not remain in the grooves. Cypress will stand up better for outdoor use than pine or fir. Boards wider than 3½ inches have a tendency to curl.

Supporting Posts.—If 4-inch, concrete-filled steel pipe extending 10 feet above ground and sunk in concrete to a depth of 4-5 feet is used, it will not be necessary to brace the board with supports in back. Posts should be spaced 8 feet apart and painted with two coats of black paint.

Horizontal Furrings.—Cypress 2-by-4 rails should be placed 3 feet apart and fastened to supporting posts by 1-inch by ⅛-inch steel bands.

Waterproofing.—All wood should be waterproofed with creosote, linseed oil, or white lead and oil before using, plus two coats of paint after board is constructed. In addition, furrings should be beveled and a galvanized metal or sheet copper cap should be placed along the top of the board to prevent rain and snow from soaking into the ends of the board.

Color.—Board should be painted with two coats of paint, preferably dark green.

FENCING:

Wire fencing should be used as an extension above the board, as wings at the sides of the board, and as a backstop at the edge of the concrete playing area in front of the board, in order to keep the balls in bounds.

Above the Board.—One-inch iron pipe should extend vertically above the board from 4-7 feet, and then extend forward at an angle of 120° for 3 feet. This pipe should be fitted into the cement of the supporting posts. Number 16 one-inch, hexagonal, mesh chicken wire may be fastened to the back of the board just below the top, and to the pipe.

Wings at Sides of Board.—Wings should be made of 2-inch, mesh chain-link fencing, should be placed at an angle of 100°, and should extend from each end of the board for 20 feet. The height of the wings should be 10 feet, except the sections nearest the board which should be graduated up to the top of the fencing above the board, e.g., 14-17 feet. Sections of two-inch iron pipe set 10 feet apart and sunk to a depth of 4 feet may be used for the supporting posts.

Backstop.—The backstop should be 106 feet long by 5 feet high at a distance of 55 feet from the board and parallel to it. Placing the backstop at this distance from the board permits players to pass behind one another in retrieving balls without danger of being hit by the rackets of those who are playing against the board.

AREA IN FRONT OF BOARD:

The use of concrete for the entire playing area in front of the board makes it possible to use the practice board when rain or frost might preclude playing on a clay surface. Furthermore, lines can be painted on the

[1] Marguerite VerKruzen. *The Use, Cost and Construction of Outdoor Tennis Practice Boards.* Special study for degree of Master of Science in Hygiene and Physical Education, Wellesley College, Wellesley, Mass., 1939.

Left, back view; right, front view, Wellesley College tennis practice board.

hard surface for serving practice and need be renewed but once a year. The concrete should be laid in sections approximately 15 feet wide with ½-inch cork expansion joints between each section. It should be well troweled with a steel trowel to make it smooth. Drainage of this area may be away from or towards the board with a slope of approximately 2¾ inches in 55 feet.

MARKING THE BOARD:

The net line should be indicated on the board by means of a 2-inch white line painted the entire length of the board. The top of this line should be 3 feet above the concrete.

From one to seven service areas may be painted on a 100-foot board using the specifications drawn up by Mynard.[2] The accompanying diagram will show dimensions.

COST:

The entire cost of a board made to the specifications which have been outlined in this article would probably be between $2000-$3000 depending on labor, materials, the work necessary to clear a level area, etc. Constructing a shorter board, cutting down the amount of concrete in front of the board, and omitting the backstop will materially reduce the cost. When one considers the cost of one tennis court which accommodates 4 players, the expense of a large board such as this accommodating 7-14 players does not seem out of proportion. Furthermore, it requires very little upkeep.

Use of the Practice Board

A practice board is an excellent adjunct to group work in tennis. More players can be scheduled at a time than could be accommodated on courts alone, and more intensive practice can be obtained. It provides a very satisfactory means of classifying players at the beginning of the season and may be used subsequently for achievement tests. Players who do not progress as rapidly as the majority of the group or who need extra practice on one particular stroke can be sent to the board to work on that deficiency. As many

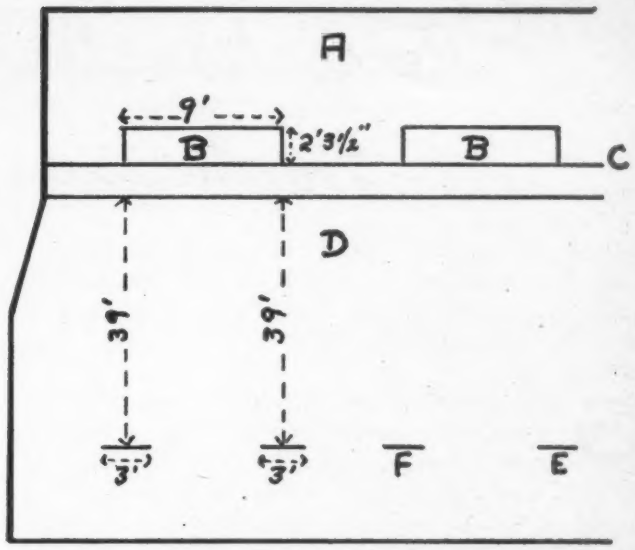

Diagram of service area. Key: A—practice board, B—service area, C—net line, D—concrete area in front of board, E—position line for serving into right service court, F—position line for serving into left service court. N.B.: 3-foot position line should extend 18 inches on either side of perpendicular dropped from sideline of service area.

as seven players can rally against a 100-foot board at a time or fourteen can serve against it.

Elementary players should stand fairly close to the board, hit the ball easily using a short back swing and a short follow through, and should work on the development of accuracy and control. As they improve they can move farther back, lengthen the backswing and follow through, and concentrate more on balance and shifting of weight. Advanced players should stand well back from the board 35-39 feet, and work on variety of stroke production and on speed and accuracy of foot work.

It is stimulating to players to have them count the number of times they can rally the ball against the board. Players with little experience will do well to keep it going 10 times; intermediate players should be able to rally it about 20 times; and advanced players ought to keep the ball in play 50 times although some can do well over 100.

The service areas are excellent for developing accuracy in serving. When a player stands behind the 39-foot line on the right of the area it is equivalent to serving from right to right on the tennis court; when he stands behind the 39-foot line on the left, it is equivalent to serving from left to left on the tennis court. Mynard's study showed that a ball falling within the practice board service area would, 99 times out of 100, fall within the service area of the court, if served in the same way.[3]

The Wellesley College practice board constructed in 1938 has been most satisfactory. However, experience has shown that the concrete area in front of the board should be carried out to a distance of 55 feet instead of 48 feet, and the wings at the sides of the board should be increased in height in the sections nearest the board.

2 Virginia Mynard. *A Preliminary Analysis of the Game of Tennis, the Reliability of Certain Skill Tests, and the Determination of Practice Board Areas For Serve and Drive.* Thesis for degree of Master of Science in Hygiene and Physical Education, Wellesley College, Wellesley, Mass., 1933, p. 49.

3 Mynard, *op. cit.*, p. 46.

Recreational and Educational Implications in Flying

By
MILDRED A. LUCEY
The Pennsylvania State College
State College, Pennsylvania

GAS on? Switch off? Throttle closed? Throttle cracked? Contact! These are magic words that never cease to thrill me. Yes, I learned to fly—and a woman at that! I can't help feeling proud though I admit the feeling does not last long when my 40 hours are compared with an experienced pilot's 2,000 hours. However, I manage to keep in the company of those who have never dared to leave the ground. Even then I do not feel so much superior as I feel imbued with a strong desire to get them into the air. Most of my friends have finally agreed to go up as a passenger just to keep me quiet. I want everyone to learn to fly. It's wonderful! It surpasses anything you have ever done.

The most difficult part of the whole business of flying comes at the very beginning. Man is a creature with a free will. No one can force an individual to go up in a plane. He must make the decision. Although the common excuse for not learning to fly is that it is expensive, the chances are that the real reason is fear of the unknown. When a strong reason for learning is found, the fear is conquered by the will at first and dispelled later by increasing knowledge. As a matter of fact, in the early stages of flight instruction, one's mind is so occupied with following orders that there is no room for fear. For example, when coming out of the first left spin, one is so busy pushing hard upon the right rudder, that there isn't time to worry about the awesome occasion.

Flying is no longer in the category of the luxuries. True, it may be expensive. What education is not expensive? Are not many forms of recreation expensive? Witness horseback riding, sailing, skiing, and canoeing. Although originally intended as a means of transportaton, they are now accepted forms of recreation sponsored by the leading schools and camps in spite of the expense. Why? Because the leaders of those schools and camps recognize the recreational and educational implications of acquiring these skills. My thesis is that the recreational and educational values of flying surpass those of most other sports. In college one is supposed to learn good habits of thinking and acting but many of these lessons are brought home more forcibly when one learns to fly. In the air an individual cannot make mistakes. Let us examine the influence flying may have upon the various aspects of character and personality.

Habits of Thinking

Concentration.—Failure to keep the mind on what one is doing may cause surprising things to happen. One time, after landing solo, I taxied down the field toward the hangar and, when about to make a 180-degree turn for another take-off, I saw the prop boy waving his arms. My mind left the job at hand to wonder whether or not he meant me. Consequently, my turn was miscalculated and in front of me was my own parked car! I jammed on the brakes before realizing that the airplane could not back up! How embarrassing when the boys came running out to lift us bodily around to a safe facing!

Another time, in the beginning of dual instruction, we were flying a rectangle which means that a rectangular pattern on the ground is followed with a turn each time at exactly the same landmark. When we were about to approach the red barn that marked the third corner, my mind wandered to an earthly problem. In two minutes I had promised to take a friend to town for an important interview. When my mind came back to the little red barn it was nowhere in sight. I was frantic. The left wing dropped. The instructor was in such a white heat he could not speak. So we flew on while I searched for some familiar landmark, and finally, after burning up many expensive minutes, recovered our bearings. I learned, at some cost, the vital importance of concentration.

Certainty.—In flying one learns to be sure. The flyer never does a thing mechanically, unthinkingly. He never assumes. He knows. For example, before getting into the plane, he never assumes there is enough oil. It must be measured. He looks into the gas tank. The controls, the stabilizer, the carburetor heater, the oil temperature gauge, the altimeter, the oil pressure all must be checked. Check Mag One. Check Mag Two. Once, while making a solo landing, I made an incorrect assumption. According to rule, I flew the rectangle and opposite the spot for landing opened the carburetor heater, closed the throttle, set the stabilizer for landing, checked the air speed for 60 miles an hour and made the 90-degree turn at the key position. But there was no loss of altitude. Instead of gliding in at 200 feet, there we were soaring into the approach leg at 500 feet! We opened the throttle and went around again for a good landing. The amazing part of it was that I had not the vaguest idea of what was wrong.

My instructor told me in no uncertain terms. "You had 1800 RPM's. (revolutions per minute of the propellor). You never closed your throttle!" I realized that I had gone through the motions of closing the throttle but did not check to make sure that it was completely closed.

Perspective.—Learn to keep an overall picture. One's natural tendency to concentrate on one thing to the exclusion of all else has to be overcome. Everything must be given its proper attention. It does not pay to be over anxious about one point to the extent of neglecting another point. For example, in making a three-point landing, the pilot breaks the glide, lets the plane settle, and then brings the stick back with the same speed with which the plane settles toward the ground. The beginner may be so anxious to get the stick back in time that he forgets to let the plane settle first. The result is that the plane shoots up into the air and he has a big problem on his hands. Life would be so much simpler if one could but learn to give each part of it the proper emphasis.

Decision.—Upon shooting a landing, one must use judgment, make a decision, and react quickly. No two landings are done in exactly the same way. Air conditions vary from day to day, from hour to hour. The field where I am training is so small we have to make a spot landing. There is either a school building, a woods, a telegraph wire, or the hangar to avoid. Getting too close to the telegraph wire, a beginner naturally wants to lift the nose of the plane to ride over it. Such a procedure would be taking the lift out of the wings. Consequently, when coming in for a landing, one must judge whether or not he is too high or too low. If too high he either loses altitude by slipping the plane or goes on around to try again. If too low, he opens the throttle wide and keeps the nose down until the distance needed is obtained, then closes the throttle and glides in. Under no circumstances must the flyer hesitate. The kind of person who cannot make decisions, who likes to sit on the fence until the problem solves itself, will find no fences in the air. One time when my obstacle was the woods, I had a vague feeling of being too low. Nevertheless I thought I could make it. While making a turn to the left into the approach leg there appeared a pine tree under the left wing. "Rather close," I thought. My instructor bellowed afterward, "I don't mind telling you I was scared! If a down draft had got us at that moment, we would both have been brought back in a basket."

Foresight.—A smoother job is done and fewer corrections are needed if one plans ahead. Upon making a turn, the necessary planning should be done in advance so that the turn is completed at the point desired. To wait until that point is reached and then suddenly to jerk the plane into position brings one past the point with the resultant need for a correction. Impulsive, last-minute actions never make for smooth flying. It is important to keep ahead of the airplane.

Before starting out on a cross country flight, very careful planning is a necessity. For example, on one of our first trips, we neglected to set the altimeter at the height of the airport from sea level. Upon approaching our destination, sudden realization of our neglect put us in a turmoil. The pilot called for the map. The height of our starting point from sea level was 1100 feet and the height of our destination was 536 feet. These two figures had to be subtracted. My first impulse was to reach for pencil and paper, but time was short. So I feverishly calculated that the result was 564 feet. Then I realized that I didn't know what to do with the answer. Should I add it to our present altimeter reading or subtract? By this time we were ready to break into our traffic pattern, so we tossed out our figures and simply estimated our height from the ground. When we finally landed, according to our altimeter, we were 564 feet under the ground!

Behavior Traits

Taking Criticism.—In flying, the beginner must learn to take scathing comments that are intended to make him curl up. One reasons that this is just a man's way of emphasis. A woman flyer remembers that she is now in a man's world where men are men who wish there were no women, and when the instructor appears in the morning having had no breakfast and smoking a big, black cigar, she just has to grin and bear it!

Determination.—One learns to take it because at all costs there is the determination to learn to fly. Even if one discovers that the tantalizing advertisement is misleading.

> How long does it take to fly?
> Eight hours required before soloing.

The little word "required" is the catch. It means that according to the Civil Air Regulations one is not allowed to solo with *less* than 8 hours of dual instruction; but *more* hours—maybe 17 to 25—may be required and paid for! Sometimes one is tempted to think, "Why not wait until Ercoupe, a non-spinning, two-control plane is more common?" Why learn to fly? The average person can't do much flying anyway until there are more airports, better markings, bigger salaries, and dependable weather." But what started all this? Just because the air was bumpy today and the RPM's would not stay at 2200 or the altimeter at 600 feet; just because the rectangle was entered at 45 degrees without the proper crab angle is no reason for such a drastic change of heart. One day you come down and the instructor says, "Not bad. You could have headed into the wind a little more but you got your stick back. Not bad." And it was winter, too, your first time on ski. Stick to it. It will take more than a bumpy day to get you down.

Diligence.—One gets up at the crack of dawn on vacation days and goes to Ground School classes on the only nights one has free all week. One joins the rest of the Ground School in complaining about the navy instructor who teaches private pilots how to navigate a navy bomber back to the carrier. Despite

(Continued on Page 531)

Competition as a Factor In Learning

By
LEO MILLER

Prairie Creek High School,
Prairie Creek, Indiana

HUNDREDS of years ago, the Greeks competed in various kinds of races and athletic contests. The only prize offered the winner was a simple "wreath of victory." The pecuniary value of this wreath was very small, but it was worth more than words could tell in personal satisfaction and triumph, and in the social recognition given the winner of the contest or race. For this personal triumph, the contestants were willing to train diligently, and to run gruelling races of many miles.

More and more educators are realizing the importance of this principle of the competitive spirit in student learning. No matter what the contest, there is a satisfaction and feeling of personal "glow" which can be replaced by nothing else. Every boy and every girl wants to excel in something—it may be in basketball, in tennis, in music, singing, typewriting, public speech, or any of the various academic subjects taught in the schools.

Competition or rivalry has always been one of the most common characteristics of human behavior. It cannot be limited to any particular field or endeavor. It is to be seen in nearly all tasks which are performed simultaneously by groups or even by pairs of individuals. Indeed, rivalry has sometimes been designated as the basic social instinct. Thus Crile states: "The whole history of man is only the terror of standing second." Teachers should therefore find little difficulty in utilizing this natural rivalry instinct in classes as a means of motivating the students to greater efforts and better performances.

There is something of the life-and-death struggle which the men of early history encountered, which is relived in athletic contests of today. In nearly every boy or girl there is an inherent desire to stand alone and to have a part in this life-and-death struggle. In this modern era, this desire is achieved mainly by participation against others in athletic contest, or contests of an academic nature in which they have a chance to win, and be recognized as the conqueror. This interest in rivalry inspires them to participate voluntarily—one of the very best ways in which to bring about improvement of their skill in their particular field of interest.

In physical education, the age of formal physical exercises and nothing more is forever gone. Brought into this country and introduced into our schools by many German immigrants, formal calisthenics never did catch the fancy of the American youth. After their formal exercises were over, they were to be found in vacant lots engaged in "free-play" activities. After a long period in which they exercised a "hands-off" policy, educators were forced to shift their policies from reliance upon formal discipline to an emphasis upon pupil interests and free play as having definite educational value.[1] Why should we not now, in other fields, recognize the value of pupil interests and their desire to compete against others, and use this desire to produce the exertion of maximum effort by the pupils!

AT this point, we might mention some of the things that have been done due to the desire of young people to compete against one another. Let us consider high school basketball in Indiana. It is called the best in the United States. No doubt this statement is open to argument, but one thing we do know is that the brand of basketball played here is among the best. Is this because Indiana has boys who are just naturally better at basketball than the boys of other states? The answer is, of course, no. The Indiana High School Athletic Association recognized the importance of the fact that boys want to compete. It has merely provided the boys with this opportunity. Through very fine organization and administration, there has come the present arrangement of sectional, regional, semi-final, and final high school tournaments in Indiana. Each school has a chance of becoming Indiana High School Basketball Champion. Each boy wants social recognition. Each one wants to excel, to win, to be recognized as best. Each team has hopes of being sectional, regional, even state champion. This hope and desire together with the opportunity to realize this desire, has produced some of the finest high school basketball that can be seen in any state of the union. But why must such a fine thing be restricted to basketball and a few other sports? Why cannot Indiana produce the best high school typists, debaters, or musicians? We believe that sufficient opportunity for students to compete against one another will do much to help us realize such an ambition.

A few weeks ago, the Future Commerce Teachers

(Continued on Page 520)

[1] J. F. Williams and C. L. Brownell. *The Administration of Health and Physical Education.* (Philadelphia: W. B. Saunders Company, p. 433.)

NATIONAL ASSOCIATION NEWS

Send your membership renewal to 1201 16th St., NW, Washington 6, D. C.

Professional Membership, (including the Journal and the Research Quarterly)	$ 5.00	Student Professional (including the Journal and the Research Quarterly)	3.00
Active Membership (including Journal)	2.50	Life—one installment	80.00
Student Membership (including Journal)	1.50	10 installments of $10.00 each	100.00

Implications for Mental Hygiene

THE Veterans Administration reports that 500,111 men were receiving pensions for World War II disabilities on May 31, 1945. On March 31, 1945, the latest date for which a report is available, there were 194,579 men receiving pensions for neuropsychiatric disabilities. Thus nearly two-fifths of the disabled World War II veterans receiving pensions are getting them for mental and emotional disabilities. Of these only 17.78 per cent were ever in combat zones. The other 82.22 per cent never left this country. Pensions are paid on the basis of the percentage of disability with ten per cent disability cases getting $11.50 a month and 100 per cent cases receiving $115.

According to Surgeon General Thomas Parran state and other governmental agencies now spend more than $200,000,000 a year on care of the mentally ill, but the same agencies spend less than $1,000,000 annually on research in mental diseases.

Teacher Education in California

VERNE S. LANDRETH, Chief of Division of Health and Physical Education, California State Department of Education, reports on the teacher-education legislation enacted by the State Legislature during its recent session. The seven state teachers' colleges in the state are authorized to give work required for the general secondary credential. This requirement in California is in addition to the bachelor's degree and one full year of graduate work of not less than twenty semester hours offered by an institution or institutions approved for graduate work by the State Board of Education, one half of which must have been completed in the recommending institution. This graduate work must include at least six semester hours of work in education.

Heretofore, the state colleges have been authorized to give only undergraduate work, an A.B. Degree, and to give the work required of a limited number of special credentials of secondary grade, one of which was in physical education.

In line with this legislative authorization a special committee at the Health Education Workshop was assigned to make recommendations on the requirements which should be included in the pre-service training programs of all teachers qualifying for this general secondary credential.

New Life Members of the A.A.H.P.E.R.

SINCE a year ago last June twenty-four individuals have become life members of the National Association, making a total of seventy-three and representing approximately a fifty-per cent increase during that relatively short period. Life membership is secured by payment of $80.00 in one amount or by payment of $100.00 in ten equal installments. It entitles an individual to all the privileges of professional membership for life. An appropriate certificate and membership card is awarded to each life member. Money thus spent is an official income tax deduction.

The names and addresses of 54 life members appeared on pp. 556-57 of the December, 1944, issue of the *Journal*. The new life members since the above date are:

Bookwalter, Carolyn W., 527 Highland, Bloomington, Ind.
Di Filippo, Victor J., 42 Schofield St., Newark 6, N. J.
Durbin, Margaret S., Nazareth College, Nazareth, Ky.
Falk, Jane C., 40 West 86th St., New York City 24.
Garrison, Jessie R., State Department of Education, Montgomery, Ala.
Golomb, Jacob J., 26 East 14th St., New York City 3.
Greene, Margaret D., University of California, Los Angeles, Calif.
Johnson, Louis R. W., 512 North Alfred St., Alexandria, Va.
Kasch, Fred W., University of Illinois, Chicago. Ill.
Lagarde, Rene, 3190 Van Horne St., Apt. 7, Montreal 26, P. Q., Canada.
Lapp, V. W., Alabama Polytechnic Institute, Auburn, Ala.
Manley, Helen, University City Public Schools, University City, Mo.
Miller, June M., 620 E. Elm Ave., Waseca, Minn.
Mohr, Dorothy R., Texas State College for Women, Denton, Texas.
Osborn, Lola L., 290 E. Washington Ave., Chico, Calif.
Pille, Major Roy F., Headquarters, 85th Division, A.P.O. 85, c/o Postmaster, New York City.
Sugich, Kristo, 10348 Eastborne Ave., Los Angeles 24, Calif.
Torregrossa, Felicio M., University of Puerto Rico, Rio Piedras, Puerto Rico.
Wood, Calvin, Ceasar Rodney High School, Camden, Dela.

Personal Growth Leaflets

PERSONAL Growth Leaflets, published by the National Education Association, are a service to youth and to teachers without royalty or profit. Money received through sales are added to the fund for better service. Many schools order the leaflets in quantity for distribution as gifts for class use, or for resale at the school bookstore. They sell for one cent per copy. No orders are accepted for less than 25 cents and cash must accompany orders for $1.00 or less. Among the titles, the total number of which exceeds 200, those numbers that relate to health, physical education and recreation are: (3) *Your Health in the Making;* (66) *American Youth Hostels;* (101) *Have You Had Your Vitamins?* (102) *Our Common Diseases;* (103) *Shall I Become a Smoker?* (104) *Shall I Become a Drinker?* (105) *Nicotine Knockout;* (106) *Colds Aren't Trivial;* (107N) *Infantile Paralysis—Hopes, Fears, Facts;* (110) *Tuberculosis;* (144) *Teacher, Take It Easy.*

Visitors to National Office

DURING September the following individuals visited the National Office: Dr. and Mrs. Justino de Morias Sarmento (Brazil, S. A.), Frances C. Alex, Mrs. Vesta C. Muehleisen, Capt. Lawrence E. Morehouse, Carl L. Nordly, Milo Christiansen, W. C. Sutherland, Harold D. Meyer, Mabel Rugen, Jessie Garrison, Arthur H Steinhaus, Frank Stafford, Eldon I. Jenne, Marjorie Craig, W. W. Patty, Naomi B. Monson, Clair A. Kaltreider, Mrs. Leona East, Hulda Kloenne, Thomas L. Yuan (China), Lt. Comdr. Virginia Blunt, Evaristo Gomez Sanchez G. (Peru, S. A.)

Early Professional Affiliation of Major Students

CORTLAND State Teachers College, Cortland, N. Y., merits special recognition for its efforts to give its major students the benefits of early affiliation with the national professional organization. On June 1, 1943, it had 293 students and faculty members who were members of the A.A.H.P.E.R. This number represented 82 per cent of the physical education enrollment. It also represented 55.5 per cent of the total student memberships and 21 per cent of the total of all types of A.A.H.P.E.R. memberships in New York State. Only eleven states exceed 293 in totals for all types of memberships. It is the largest membership from any teacher-education institution.

Francis J. Moench is the director. Recently Donnal V. Smith, President, indicated a full semester enrollment of approximately 500 major students. Application forms have been requested for the entire group. Congratulations are in order for President Smith, Director Moench, Treasurer Catherine Palmer, their staff, and students!

Appraisal of Community Resources

A QUESTIONNAIRE and manual of information entitled "Appraisal of Community Resources and Services for Public Health" has been prepared by the Public Health Education Section of the State Department of Health, Seattle, Washington. Suitable for both cities and counties the material was prepared for the exclusive use of the Federated Women's Clubs and is not available for any other club without the approval of the Federation. Miss Martha Shamberger, Health Education Consultant, indicated that the one exception to this policy of limitation is that the material may be made available to school administrators and teachers who may find parts of it suitable for a health project.

GIFT MEMBERSHIPS

Have you ever seriously considered what a splendid gift that membership in the A.A.H.P.E.R. would make—

FOR a man or woman in the service?—
FOR a graduating senior?—
FOR a birthday remembrance to a friend?—or
FOR a Christmas present to anyone in the field?

Such a gift would be more than a gift. It would serve to:

Be a monthly and long-term reminder of your kindliness and professional zeal;
Help someone else to keep up with their field;
Initiate or give impetus to a life-long professional spirit;
Assist the fight for a better professional status;
Improve a local program and thus aid the postwar effort;
Add strength to the national movement for total fitness; and,
Create good will by indirectly preventing someone from getting into a professional rut.

Your gift can range from $1.50 for a student membership to $80.00 for a life membership. Such expenditures may be legally deducted from income tax returns.

Local, state, and district associations, and departments in cities, colleges and universities, especially those in teacher-education institutions, could use gift memberships as a means of expressing appreciation and recognition for meritorious scholarship, leadership, or service.

A letter to the National Office accompanied by money order or check, indicating to whom a certain type of gift membership is to be sent, is the recommended procedure. The donor could indicate one of two procedures if the individual is found to be a member already: (1) Extension of the membership for one or more years; or (2) Naming several alternates in order of preference who are to receive the gift. The National Office will notify the receiver of the gift, giving the type of membership and the donor's name and address. A copy of the notice will be sent to the donor.

The types of membership are as follows:

	Includes	*Cost*
PROFESSIONAL	Journal and Research Quarterly	$ 5.00
ACTIVE	Journal of Health and Physical Education*	2.50
STUDENT	Journal of Health and Physical Education	1.50
STUDENT PROFESSIONAL	Journal and Research Quarterly	3.00
LIFE	All privileges of professional membership, Single payment	80.00
	Installment plan (Ten annual payments of $10.00 each)	100.00
SUBSCRIPTION TO RESEARCH QUARTERLY		3.00

*Foreign subscriptions to the Journal are $3.00. "Foreign" means all countries outside continental United States, including Canada and U. S. Territories.

Student memberships must be endorsed by head of the major department, who must be a member of the Association.

Visual Education

THE Coronet Productions, Glenview, Illinois, producers of instructional sound films for use in elementary schools, high schools, and universities have indicated their intention of making a series of films on as many as one hundred health, physical education, and recreation topics. Individuals interested in preparing scripts and supervising the actual production of films may write Mr. James A. Larsen for business arrangements for services rendered.

Louise Strachan Retires

MISS LOUISE STRACHAN has retired from the directorship of the Child Health Education Service of the National Tuberculosis Association, a position held since 1925. During the four years preceding her appointment to the above position she served as assistant and later acting executive for the Modern Health Crusade of the N.T.A., a project for the dissemination of information about hygiene and the cultivation of healthful practices among school children. Miss Strachan plans to make her home in England and to complete a comprehensive history of the development of child health. She has been succeeded by Miss Vivian Drenckhahn.

Briefs

COMDR. ELWOOD C. DAVIS, Assistant Director of Training and Officer-in-Charge of Physical Training, Third Naval District, New York City, is leaving the University of Pittsburgh as Director of Physical Education where he served from 1940-42. His new position at the University of Louisville involves coordination of all men's activities under a dual title, Dean of Men and Director of Physical Education and Athletics.

Dr. Lloyd L. Messersmith left DePauw University, Greencastle, Indiana, last September to go to Southern Methodist University, Dallas, Texas.

Strong Hinman, Assistant Superintendent of Planeview Public Schools, Wichita, Kansas, has retired from public life and has entered the real estate business in Wichita. Mr. Hinman was president of the Midwest Dustrict Association before it was divided into the Central and Midwest Districts and in 1934-35 served as president of the National Association. He states, "It has been a genuine pleasure for me to be so intimately connected with the A.A.H.P.E.R. The acquaintances which I have made throughout the United States have been a great source of satisfaction to me. I am glad to have had a small part in the work of this great Association and I shall always have an interest in its welfare."

Dr. S. C. Staley has returned to the University of Illinois after six months' duty as a civilian physical education and athletic consultant in Italy; Dr. Harlan G. Metcalf, formerly Executive Director of the National Committee on Physical Fitness, is now with the National Recreation Association assigned to work with the various state governments; Dr. Dorothy La Salle is a visiting professor at the University of Michigan, Ann Arbor; Major H. Harrison Clarke, on military leave from Syracuse University, is now Officer-in-Charge of

the Physical Reconditioning Program in AAF Convalescent Hospitals; Arthur E. Morr, President of the New Jersey State Association and for twenty years director in Camden has moved to the State Teachers College, Montclair, New Jersey.

Reports from Germany indicate that General Eisenhower is enthusiastic about the greatest postwar recreation and athletic program ever attempted. Aimed to embrace all American occupation forces the program involves a variety of sports with emphasis on team games. Athletic equipment was purchased on an expanded scale. The Army was reported to have bought 1,200,000 baseballs, 225,000 basketballs, 285,000 tennis balls, 487,000 golf balls, and other assorted equipment.

Major Randolph W. Webster, Chief, Physical Reconditioning Section, Wakeman Convalescent Hospital, Camp Atterbury, Indiana, and former Acting Dean of the School of Health and Physical Education, University of West Virginia, Morgantown, has been commended by Major General Norman T. Kirk, Surgeon General, Fifth Service Command, for leadership in physical reconditioning and for the preparation of a comprehensive brochure to fit the needs of all different types of patients.

Helen Manley, Public Schools, University City, Missouri, and President-Elect of the National Association was honored recently when the Women's Physical Education Club of St. Louis and vicinity presented her with a life membership in the A.A.H.P.E.R.

Early this fall it was estimated that there were 70,000 practicing dentists in the United States with 22,000 in the armed services. Of the 186,000 physicians it is estimated that 40 per cent were in the service. The membership of the American Medical Association early last spring was reported to be 52,000. Over 100,000 of the 242,500 active professional nurses volunteered and were certified for Army and Navy nursing service.

President Truman has indicated that he will send special messages to Congress on social security and on health and education. Unemployment has priority now over all current legislation.

The Educational Policies Commission of the N.E.A. has authorized the following projects for the next three years: Education for All American Children (A companion publication to *Education for All American Youth*); public relations and school-community relations; postwar problems in education; continuing activity on international relations in education; and state school organization and leadership. Any professional worker who wishes to express himself on any of these projects is urged to write to Dr. William G. Carr, 1201 Sixteenth Street, N. W., Washington, D. C.

Rural Project Under Way

THE Joint Committee of the Department of Rural Education of the N.E.A. and the A.A.H.P.E.R. met in Washing- September 25-26, to plan a hundred-page brochure, *Health, Physical Education, and Recreation for Schools in Rural Communities.* An outline was developed and assignments were made. It is planned to have the publication available for distribution before the beginning of school next fall. The publication is being financed by funds made available to the Department of Rural Education from the N.E.A. War and Peace Fund to extend and improve the rural school program. Representing rural education are: Genevieve Bowen, Assistant Superintendent, Bucks County Schools, Doylestown, Pennsylvania; Larry Babin, Superintendent, Ascension Parish Schools, Donaldsville, Louisiana; A. E. Moede, Principal, Sevastapol Consolidated School, R.F.D. 2, Sturgeon Bay, Wisconsin; Lois M. Clark, Assistant Director, Rural Service Division and Past President of the Department of Rural Education, N.E.A., *Committee Secretary;* Dr. Howard Dawson, Director of Rural Service, N.E.A., *Consultant.* Representing the A.A.H.P.E.R. are: Dr. Mabel E. Rugen, Professor of Health and Physical Education, University of Michigan, Ann Arbor, *Committee Chairman;* Jessie R. Garrison, Supervisor, Physical and Health Education, State Department of Education, Montgomery, Alabama; Frank S. Stafford, Chief, Health, Physical Education, and Athletics, U.. S. Office of Education, Washington, D. C.; and Ben W. Miller, Executive Secretary of the A.A.H.P.E.R., *Consultant.*

Any individuals who have or know sources of illustrations of good practices and activities in the rural school programs are urged to correspond with Miss Lois M. Clark, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Nation and Its Children

DEPRESENTATIVES of orgnizations with a total membership of approximately six and one-half million individuals interested in programs of education, health, and welfare for children met in Washington, D. C., September 19-21, to determine policies for which they might stand united, and to outline suggestions for reorganization of federal agencies serving children, for needed legislation, and for action by national organizations. The conference was prompted by the announcement of the probable termination of child-care services under the Lanham Act and the consequent immediate need for long-term cooperative planning for adequate health, education, and welfare for all children and youth. Included among the specific health recommendations were those relating to child-care services, school lunches, maternal and child welfare services, a greatly extended and improved school program to meet the health, physical fitness, and recreational needs of children, and a school building program that will meet the physical and mental needs of children and serve the community.

At the conclusion of the sessions a representative group presented in person to President Truman a summary of the findings of the conference. Those organizations endorsing the findings and pledging active support were the American Association for Health, Physical Education, and Recreation, the American Association of University Women, the American Home Economics Association, the Association for Childhood Education, the Child Welfare League of America, the General Federation of Women's Clubs, the National Association for Nursery Education, the National Congress of Parents and Teachers, and the National Education Association.

The entire report made to the President will appear in a later issue of the *Journal.*

Organization Effort in Michigan

MICHIGAN has recently inaugurated a unique project to attack from a research and creative angle the problems of health, physical education, recreation, school camping, and outdoor recreation and to erase the apathy of the state department of education.

The new project is designed to develop and improve educational practices in these fields, and to provide means for the cooperation of the schools and other agencies, the State Board of Education, and the Department of Public Instruction.

Mr. Julian Smith, the director, has been Director of Interscholastic Athletics in the Department of Public Instruction for the last three years. Previous to joining the department staff, he was principal of Lakeview High School in Battle Creek.

Among the avenues of service proposed by the project to help schools and communities are: Providing consultative services to schools; working with school administrators, teachers, and professional organizations to strengthen and expand efforts already under way in many schools and to stimulate other schools to initiate learning experiences that will contribute to health and fitness; studying needs and resources and helping schools evaluate present practices; studying possibilities of in-service training of teachers in these fields; assisting schools in planning and developing facilities for physical activities, recreation, and camping; developing curriculum aids and materials; and coordinating the efforts of all educational agencies concerned with health and fitness.

Impetus for the establishment of the program came from the schools themselves, through the leadership of the Michigan High School Athletic Association, the Michigan Secondary School Association, the Michigan Association for Health, Physical Education, and Recreation, the Conference of City Superintendents, the Elementary School Principals Association, the

Michigan Recreation Association, and many interested schoolmen.

An Advisory Committee, representative of the various fields involved and made up largely of school administrators, members of the medical profession, and others interested in general education, will guide the project.

To State Presidents and Secretaries

THE January issue of the *Journal* will devote the National Association news column entirely to the names and addresses of all section and division chairmen, state representatives to the Assembly, representatives of affiliated organizations, state and district presidents and secretaries, state directors, state and district membership chairmen, and district and section news editors.

State presidents and secretaries are urged to report new officers, state representatives, and other personnel changes immediately after elections and to designate definitely the dates when the changes are effective.

States and Districts Accepting Membership Quotas

THE following states and districts have named membership chairmen and have officially accepted (as of October 1) their quotas for state and national memberships during 1945-46.

States and Districts	*Membership Chairman*
Midwest	Dr. C. O. Jackson, University of Illinois, Urbana.
Southwest	Dr. Eleanor Metheny, University of Southern California, Los Angeles.
Connecticut	Joseph V. Burns, 573 Connecticut Avenue, Bridgeport.
District of Columbia	Mrs. Ruth Sides, Anacostia High School, Washington, D. C.
Florida	Dr. E. Benton Salt, University of Florida, Gainesville.
Georgia	Dr. Thomas E. McDonough, Emory University, Emory University.
Illinois	Jane Axtell, Oak Park High School, Oak Park.
Kansas	Dr. S. Lucille Hatlestad, Kansas State Teachers College, Pittsburg.
Maryland	Mora Crossman, 1129 N. Calvert St., Baltimore 2.
Minnesota	Helen Starr, University of Minnesota, Minneapolis.
Missouri	Mary Elizabeth McCoy, Lindenwood College, St. Charles.
Montana	Schubert R. Dyche, Montana State College, Bozeman.
New York	Francis J. Moench, State Teachers College, Cortland.
North Carolina	Ruth O. Moore, State Board of Health, Raleigh.
North Dakota	C. T. Denton, 208 Avenue D, Bismarck.
Oregon	Pearl Atkinson, 2125 N. E. Everett St., Portland 15.
Pennsylvania	C. Harold Schuler, 8211 Cadwalader Rd., Philadelphia.

Many other states withheld official decision until after their annual fall meetings which were scheduled for October, November, and December.

The names and addresses of all members of the National Membership Committee, composed of all state and district chairmen, will be published in the January *Journal*.

The extent of the cooperation pledged and the actual income from memberships for the first four months of the fiscal year have been encouraging. The goal of state as well as national memberships is 15,522, which is a 50 per cent increase over the official count last June 1.

State and district presidents who have not already responded are urged to send to the Washington office as soon as possible the data form mailed to them last August 1.

American School Health Association

A MEETING of the Governing Council of the American School Health Association was held in Chicago, September 15-16, to substitute for an annual convention. This organization with an official membership of almost 1,700 school physicians, nurses, and health educators, has a rather extensive program of committee work on vital school health problems. All members of the Governing Council were retained in office for another year with the exception of Dr. Fredericka Moore, Cambridge, Mass., retired, who was replaced by Dr. Charles C. Wilson, Teachers College, Columbia University. The Executive Committee members are Dr. S. B. McPheeters, Goldsboro, N. C., President; Dr. Helen M. Cary, Portland, Oregon, President-Elect; Dr. A. O. DeWeese, Kent, Ohio, Executive Secretary; and Dr. Charles H. Keene, Buffalo, N. Y., Editor.

Endurance of Young Men

THE National Research Council, Washington, D. C., through its Society for Research and Child Development, has recently published a 300-page research report, *Endurance of Young Men*. The price is $2.50. The report represents a two-year study made by five members of the University of Illinois School of Physical Education faculty. The study was planned and directed by Professor Thomas K. Cureton, assisted by Warren J. Huffman, Lyle Welser, Ramon Kireilis and Darrel Latham. Data were collected in the University of Illinois service classes and also in the Urbana High School. Some 3,000 men were tested on 28 endurance exercises and also a portion of these were tested on the best-known organic condition tests.

In the analysis of these 28 exercises, the report indicates how reliably they can be controlled in physical education testing, how they interrelate to each other, and how valuable each exercise is in predicting all-round ability.

The factor-analysis work in the report shows that there were four principal factors in the kind of endurance tested in physical education. Three of these aspects of endurance have to do with the principal neuromuscular patterns combining lateral muscles, limb-locomotive muscles, and arm-extensor muscles. In addition organic endurance shows up as a dominant factor in endurance running and this same factor is not indicated to a great extent in the three types previously mentioned. The conclusion is that in order to measure all-round endurance of an athletic type all four of these constituent factors must be measured.

The principal contribution of this extensive report is to add to the fundamental knowledge about endurance and about the tests which measure it. According to the authors it is the first publication which reports performances of men and boys on endurance events such as the 4-mile-steeplechase, the 2-mile run, the mile-run, and the 1000-yard drop-off run. The report shows that the step test devised by the Harvard Fatigue Laboratory research workers is limited in measuring all-round athletic endurance of the type included, compared to the other possible combinations of test items. It also shows that the Army and Navy have used some very fine events in their testing programs such as chinning the bar, push-ups, and the 300-yard shuttle run. However, the mile-run is shown to be of greatest all-round value in measuring all of the constituents of endurance. The lateral exercises such as side leg-raising on either side are shown to be of great all-round value in predicting muscular endurance. These items are better than some in the Army and Navy tests which are now in use, according to the findings in this research.

How to Stay Young

OVER General MacArthur's desk at his Manila Headquarters hangs a message of courage and faith which reads in part as follows:

"Youth is not a time of life—it is a state of mind.

"Nobody grows old by merely living a number of years; people grow old only by deserting their ideals. Years wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry,

doubt, self-distrust, fear, and despair—these are the long, long years that bow the head and turn the growing spirit back to dust.

"Whether seventy or sixteen, there is in every being's heart the love of wonder, the sweet amazement at the stars and the starlike things and thoughts, the undaunted challenge of events, the unfailing childlike appetite for what next, and the joy and the game of life.

"You are as young as your faith, as old as your doubt; as young as your self-confidence, as old as your fear; as young as your hope, as old as your despair."

Health in India

CAPTAIN ELMON L. VERNIER, former New York State Association President, reports from Calcutta, India:

"You asked what the people were doing for their health and physical fitness. If you are making inquiry relative to the Indians, I can answer it by saying they are doing most everything possible to hinder any part of health or physical fitness. If one didn't see what goes on here in the way of living habits he never could believe it. The place is full of filth and squalor. Now maybe that is being a bit harsh when one considers the whole picture. There are many Indians who are trying to raise their standards of living. The others, however, are so numerous that one tends to forget the minority faction.

"The British have been influential in getting across their system of sports; soccer and cricket are the outstanding games. Their park playgrounds are equipped with apparatus in some instances. The war has had a sad effect on the playgrounds. That is obvious as one sees a lack of supervision and run-down equipment.

"The Indian is smart enough to take it easy during the heat of the day. That is something the Americans don't learn even in this torrid climate. He (the Indian) dresses in a sensible manner to meet the heat conditions.

"Contaminated food and drinking water mean nothing in the lives of these people. They just dive in. Even in the city of Calcutta the filtered water supply is contaminated. Here at the post and at all American installations the water is chlorinated for our protection.

"Briefly, I would say that before India can be a great country and on its own it will be essential to put into effect a public health and welfare program based upon the latest scientific standards.

"One just slows down in this climate or he gets slowed down. These people are smart and as indicated in the enclosed clippings they would like the recreation and athletic phases of our program. Health measures would come much more slowly."

Midwest District ✣ Association News

By C. A. Wangerin, Whitefish Bay Public Schools
Milwaukee, Wisconsin

INDIANA . . . . . By Clarence A. Biedenweg

Dr. W. W. Patty has been given a leave of absence during the fall semester of 1945-1946. He will do research work on two problems: the first, to develop standards and score cards for evaluating a school health program, and secondly, the development of health education tests.

Frank S. Stafford has resigned his position as State Director of Health and Physical Education to continue in his present capacity as Chief, Health, Physical Education, and Athletics, in the U. S. Office of Education. Robert Yoho has been appointed as State Director of Health and Physical Education by the State Board of Health to replace Mr. Stafford.

A workshop in School and Community Health was conducted by the State Board of Health and Indiana University in June. A report is being published by Indiana University under the direction of Dr. W. W. Patty.

The annual convention of the Indiana State Teachers Association was held October 25-26 at Indianapolis. The Physical Education, Health and Recreation sections of each of the five districts presented interesting programs. Frank S. Stafford, V. S. Blanchard, and Dr. William L. Hughes were the speakers.

The Department of Physical Education for Women at Purdue University has been increased. Three new members on the staff are Miss Catherine Cattrell, graduate of Minnesota; Mrs. Barbara Turner, a graduate of Purdue; and Mrs. Brita Besnard, also a graduate of Purdue.

ILLINOIS . . . . . By Clifford E. Horton

State meetings in health and physical education are again assuming an important role in the functioning plans of the state association. Two important meetings are announced for the near future. Charles Lantz at Eastern Illinois State Teachers College, Macomb, Illinois, announces that one is to be held at that institution in October or November. Definite plans are underway at Carbondale to hold the fall state meeting there on November 17. Dorothy Davies is in charge of the meeting.

It isn't always the large school which has the finest programs in physical education. Harry Hill of Gridley, Illinois, a little town of two hundred persons, has one of the most forward-looking programs in the state.

Bob Riehsen of DeKalb, Illinois, is the state athletic coaches' newly appointed news gatherer for that organization. Bob is the head of a fine athletic program at the DeKalb High School.

The state association will get to work on the national membership drive. We note that California is just fifty-nine members ahead of Illinois.

Ruth Simms is one of the newly appointed members of the womens' physical education department at Oak Park, Illinois.

George Evans is back at Northern Teachers College after a year's leave of absence.

The Illinois Coaches Association announces the following newly elected state officers: Norman Ziebell of Morton High School, Cicero, President; Dick Baxter, former President, is now managing a Country Club just out of Pekin. Two vice presidents for the association are Bill Randles of Saumonauk and Ray Holmes of East Moline. The new Secretary-Treasurer is Joe Maze of East Aurora.

We are all glad to welcome Dr. S. C. Staley back to Illinois. Dr. Staley has been in the Italian theatre preparing the post-war military recreational program.

Dr. George T. Stafford is back at the University of Illinois after one and one-half years' leave spent in organizing the Navy rehabilitation program.

Bessie Specht, the president-elect for the Illinois State Association is rounding all her state committees into shape for the big task of getting to every corner of the state in an all-out program following the ground work done by State Director Duncan and his staff. Bess announces two meetings, one at MacMurray College, Jacksonville, with Elizabeth Rearick as chairman, on November 3. The second is the state meeting at Carbondale on November 17.

Howard Fellows of LaSalle High School and Junior College reports the addition of Floyd Abbott to his staff. Abbott, who has been coaching at Monmouth, will assist with football and track and take over the coaching of basketball due to the resignation of Walter Taylor.

Belleville recently passed a mill tax to provide a year-round recreation program for the community. Since the money is not available until next year, the schools put on a special musical program to raise funds for the current year. Their efforts were supplemented by the local Chamber of Commerce. During the past summer playgrounds were opened up in the different schools, and teachers from the school were employed as staff members.

Rural physical education, which received its original impetus through the efforts of the state department, is definitely taking a progressive look at the health and physical education program. Some outstanding work has been done in this field by

several teachers in different localities scattered about the state.

Laura Deaton of the Pleasant Valley School at Creal Springs has prepared an interesting plan for the coming season. Her program, based on a survey and a thorough study of the local situation, includes the giving of a complete physical examination to all pupils. She recognizes the value of working on the farm, but feels that the social values obtainable through plays and games add materially to the benefits rural children can obtain from a well rounded program.

Fern Downs of Downs, Illinois, served as chairman of a rural county workshop in which the total health program of the rural pupil was studied. The chief emphasis given to the program that was worked out by the group was directed toward the giving of health examinations, and the bringing together of rural youth at least once a year so that they might have the benefit and enjoyment of participating in sports with larger numbers of pupils of their age. Miss Downs feels that every teacher should be a public relations promoter for health programs in her own school district.

Julia Muirhead and Mrs. Anna Warren, rural teachers from Blue Mound and White Heath, respectively, developed an interesting Playday Program based on the Western Roundup. They planned to develop this theme throughout the year, and hold the Playday in the spring. Donald Badders, Principal of the Elementary School at Moweaqua, has a progressive-looking program for physical education well under way. One of the outstanding pieces of work being done in physical education is that directed by Ida Mae Jones at the Norris City High School. Dr. C. O. Carlstrom, President of the American College of Physical Education, has prepared an interesting short survey of body mechanics which is published in the October issue of the Illinois *News Bulletin*. For the past fourteen years, Ruby Clauson Anglin has been directing the safety patrol at Kilmer Elementary School, Chicago. Anyone desiring valuable pointers concerning the organization of a safety patrol may obtain some valuable suggestions from Miss Anglin. Hartley Price, formerly of the staff of the University of Illinois, and now at St. Mary's College, reports that he doesn't care for California weather. Art Daniels, another member of the University of Illinois staff, is transferring to Ohio State.

Herb Craig is at Corona Hospital in charge of Navy Rehabilitation. Heck Kenny, the University of Illinois wrestling coach, is at present at Charleston, South Carolina. Salen Herke has been doing a fine job of organizing and directing the new health and physical education program for Peoria, Illinois. Incidentally, one of the very interesting pieces of work being done for handicapped children is that directed by Julia Ticen of the Ungraded Elementary School in Peoria, Illinois. One of the outstanding pieces of Miss Ticen's work is her ability to construct her own laboratory materials. Abe Martin is starting off his first year as Head of the Department of Health and Physical Education at Southern Illinois Normal University, at Carbondale, Illinois. Abe succeeds William Andrew. Wix Garner is back at his post at Western State Teachers College after a year's leave of absence working toward his doctor's degree at Indiana University.

Mrs. Minnie Braker, of Fort Dearborn elementary school, has been honored by the award of a life membership in the Illinois Parent Teacher Association. The award was made by the Fort Dearborn P. T. A. in recognition of Mrs. Braker's "faithful and devoted service" to Fort Dearborn children. This devotion is also evidenced by the array of athletic trophies won by Fort Dearborn school teams.

Henry Suder Club officers for 1945-46 are as follows: president, Alice Smith, of Bowen High School; vice president, Louise Hofmeister, Austin High School; secretary, Mildred Williams, Marquette Elementary; and treasurer, Ruth Sampson, of Raster Elementary School.

Pleasant Plains school, St. Elmo, Fayette County, is embarking on a health and physical education project that is designed to meet fully the needs of every child in the school, and the requirements of the 1944 health and physical education law. Work is progressing rapidly and the efforts of the teacher, school board members, county superintendent of schools, and the community club may culminate in this being a model demonstration center for schools of similar size.

The health and physical education program is not the only part of the program that is being improved. The floor of the school room has been sanded and sealed. The old desks have been replaced by moveable adjustable tables and chairs. Improvements have been made in the drinking water facilities. Hand-washing facilities and the towel supply have been improved. The health examintaion is well under way.

Central District Association News

By M. Gladys Scott
State University of Iowa, Iowa City

MISSOURI . . . . . By Mary Elizabeth McCoy

Westport High School has established an excellent plan for cooperation among the schools by sponsoring a Sports Day with seven Kansas City schools. The Art Department cooperated on programs and table decorations, and the Music Department provided special music.

The John Burroughs School in St. Louis is a coeducational private school from seventh through twelfth grades for day students. All grades meet four days per week. The junior high school students play no interscholastic games, and their activities are the usual modification of those in senior high school.

The boys belong to what is known locally as the ABC League. There are four private schools in the league, each with a similar enrollment. They meet in interscholastic competition in each sport. The boys in each school are classified as A, B, or C on the basis of age, height, weight, and grade, and compete in that group. A class is held in the morning for those boys needing extra help. Included in the sports are football, soccer, basketball, baseball, tennis, track and field, with a three weeks' period of apparatus work during the winter.

The girls' program is primarily intramural, every girl belonging to some team and given equal opportunity to compete in an interclass tournament in each sport. Interclass games, both A and B teams, are played in hockey and basketball with another private school. This reaches almost every girl. School teams in hockey, baseball, and tennis play one game with this same private school. The program includes hockey, soccer, basketball, volleyball, baseball, tennis, track and field events. For six weeks in the second quarter, physical fitness classes are held for those who need them.

Track and field events are minor in emphasis. The objective kept in mind is to bring all girls, especially the awkward, the fat, and the poorly coordinated up to an average performance. Every girl takes part in the preliminaries. At the end of the week, boys and girls who have highest qualifications in the various events engage in these events on field day. Every member of the school faculty assists in running off the events. The morning ends with a luncheon where no long speeches are allowed.

Two girls' sports days are held in the fall during hockey season with two other private schools. Each school keeps its identity, the competition is interclass, and every girl plays on a team made up of girls of the same ability.

The school has a standing health committee, headed by the school doctor and composed of members from the physical education, home economics, industrial arts, science, child study, and social departments. Health classes meet once a week throughout the year in seventh, eighth, and ninth grades, and are taught by the physical education teacher. These classes are in addition to the regular physical education period.

The theme of the Missouri Association for Health, Physical Education, and Recreation is the following: A definite precise statement with tangible items clearly stated of the basic minimum of a good program of health, physical education, and recreation in elementary school, junior high school, senior high school, and college.

The program for the state meeting to be held in St. Louis, November 9, 1945, includes discussion meetings for elementary, high school, and college levels, and demonstrations in primary rhythms, athletics for college men, stunts, modern dance, and gymnastics.

National Section on Women's Athletics

By Phyllis Van Vleet
Russell Sage College, Troy, N. Y.

Sport conferences, state and district conventions, etc., will no doubt be held this year. A. S. Barnes and Co., 67 West 44th St., New York City, N. Y., will send you any of the guides, postage prepaid, for display purposes or to sell. Guides may also be obtained on a return basis from the N. S. W. A. office at 1201 16th St., NW., Washington 6, D. C. When ordering from the Washington office, however, it is urged that small quantities (3 or 4 of each guide) be ordered for exhibits.

* *Official Aquatics Guide*
Official Badminton Guide
* *Official Basketball Guide*
Official Field Hockey and Lacrosse Guide
Official Individual Sports Guide
Official Recreational Games and Sports Guide with Track and Field
Official Soccer—Speedball Guide
* *Official Softball—Volleyball Guide*
Winter Sports and Outing Guide

Aquatics, Basketball, and Softball-Volleyball were all new this summer. All orders for guides must be received at least *one month* in advance of the date they are needed.

* * *

Copies of *N.S.W.A.—At Your Service* are available and may be obtained by writing to the National Section on Women's Athletics, 1201 Sixteenth Street, N. W., Washington 6, D. C. These folders explain the function and service that N.S.W.A. is prepared to render.

The U. S. Office of Education, Washington, D. C., has reprints available of a particular issue of *Education for Victory* (Vol. 3, No. 21, May 3, 1945). This issue contains the report, "Physical Performance Levels for High School Girls," prepared by a sub-committee drawn from the Research Committee of the National Section on Women's Athletics. The report includes directions for giving the tests, methods of scoring the tests, and tables that indicate the amount of improvement to be expected during one semester.

* * *

The following check list of safety and health practices for your girls in sports is published in a pamphlet by the District of Columbia Board of the National Section on Women's Athletics and is listed as "Minimum Essentials":

Have they leaders who give first consideration to the "welfare of the girl playing"?

Have they had a medical examination within a year?

Have they been obtaining written approval of their doctor to play following illness?

Have they been made aware of the importance of diet and sleep during a "sports season"?

Have they safe and sanitary playing facilities?

Have they appropriate, washable playing clothes which are comfortably smart but not extreme?

Have they sufficient practice periods before league games to be in "condition"?

Have they enough substitutes for each team so that they will not have to play when physically unfit?

Have they been playing against girls of their own age and ability?

Have they chances to relax during and after games?

Have they qualified, "rated" officials?

Have they coaches who judge the results of competition in terms of benefits to the players rather than by the winning of championships or the athletic or commercial advantage to schools or organizations?

* * *

The pamphlet entitled *Women's Sports in D. C.* also includes information about publications, sources, standards, films, and officials.

* * *

The following chairmen-elect were chosen by mail vote for the Rules and Editorial Committee:

Aquatics—Mrs. Eloise Ridder, University of Indiana, Bloomington, Ind.

Badminton—Geneva Kehr, New York State Teachers College, Cortland, N. Y.

Recreational Games—Edythe Saylor, Alabama College, Montevallo, Ala.

Riding—Louise Walraven, Carleton College, Northfield, Minn.

Soccer—Grace Fox, Florida State College for Women, Tallahassee, Fla.

Track and Field—Erva Hanschke, Kent Place School, Summit, N. J.

Volleyball—Marion Bernard, Washington University, St. Louis, Mo.

Winter Sports and Outing Activities—Mary Pilliard, Wellesley College, Wellesley, Mass.

* * *

Regulations For National Telegraphic Bowling Tournament

Competitors: Undergraduate women students in good standing who are members of the Bowling Club of any institution of learning are invited to compete. At least ten women must bowl from an institution, the five high scorers to count.

Date: Any one Bowling Club may compete during any or all of the four periods listed below. All ten women from one institution must bowl on the same day.

During the two-week period ending the first Saturday in December

During the two-week period ending the third Saturday in February.

During the two-week period ending the third Saturday in March

During the two-week period ending the third Saturday in April

Contest: One practice ball. Each person shall bowl two games. Time for bowling record games to be determined before bowling commences and once begun the score must be completed and counted.

Witness: All bowling must be witnessed by the faculty advisor of the Bowling Club by whom all score sheets must be checked and signed.

Scoring: As described in the official rules of the National Section on Women's Athletics for American Ten Pins.

Equipment and Play: Must follow specifications of the National Section on Women's Athletics.

Mailing: Scores must be postmarked not later than midnight of the closing date of each period. Otherwise scores are not considered.

Report: As soon as the results of each period are received and tabulated, a summary will be mailed to all Bowling Clubs concerned. At the end of a season, a summary of all periods will be made and sent out. Tabulation will show: High Five-men Team Scores for Two-Game Series; High Individual Scores for Two-Game Series; High Individual Scores for Single Game; and High Five-Man Team Scores by Points for each period. One point for entry; from one to ten points for

placing First to Tenth in Five-Man Two-Game Series; Individual Two-Game Series, and Individual Single Game.

Acceptance: If your Bowling Club accepts the above conditions, please send a statement to Mildred Lucey, White Hall, The Pennsylvania State College, State College, Pennsylvania, indicating in which period or periods you wish to compete, have it signed by the Student and Faculty Manager, and show the name and address of your institution.

Refer to the Bowling Section in the *Recreational Games and Sports Guide for 1944-45* for further information about the tournament.

✣ Canadian News ✣

By Doris W. Plewes
Central Collegiate Institute, London, Ontario

To Our Neighbors, South of the Border:

Greetings from Canada. Now that the war is over and travel restrictions have been lifted, it will soon be possible to do some professional visiting. Your National Convention findings were always looked upon as reflecting future trends in physical education and the announcement of the next convention will be welcome news.

Our Canadian Association now has nine branches: three were formed during 1945. Space in the *Journal of Health and Physical Education* for Canadian News is greatly appreciated as it is another medium of keeping our members who are scattered from the Atlantic to the Pacific in touch with each other. We in Canada share your belief that physical educators will play a prominent part in national fitness programs that federal governments have endorsed.

STANLEY ROUGH
Sec.-Treas., Canadian
Physical Education Association

Horse-Back Riding

Anyone interested in providing horseback riding for recreational groups at a nominal fee should get in touch with Mr. Frank Sharman, President of the Civil Servants' Recreational Association, London, Ontario. The latter provides easily accessible facilities and instruction for exceptionally low fees as one of several activities sponsored by the association. Incidentally, the club is a going concern. Elmer Ferguson, *Montreal Herald* columnist, might pass that news on to "those who wanted to know where the ordinary citizen could get a horse and who was going to pay for the rental of same," to whom he referred in his column, July 12, 1945. While the London group does not get the privilege free, the cost is less than a weekly movie. There is magic in numbers when organized cooperation really succeeds. Most communities can make riding available at a low cost if the number interested is fairly large and if trained persons cooperate to coach beginners. Ask Frank Sharman how they do it.

Folk Festivals

Increasing interest in folk festivals as shown by queries for information regarding them, prompts the following request. All persons, groups, and associations who have sponsored any type of folk festival or who contemplate such an undertaking are urged to send information regarding the festival to Miss Doris W. Plewes, 784 Wellington Street, London, Ontario. A short resume of the information received will be available in this column at an early date.

The Athletic Handbook, a composite book of rules prepared by the National Council, Y. M. C. A. (Canada), is having a wide distribution among teachers and recreation leaders.

PRINCE EDWARD ISLAND . . . . . By L. W. Shaw

The Hon. J. Walter Jones, Premier and Minister of Education, announces the appointment of Lt. Col. W. W. Reid as Director of Physical Fitness for the province. Lt. Col. Reid will take up his new position around October 1. The program of physical fitness in Canada is organized as a joint Dominion-Provincial project under the National Fitness Act. Within the general provisions of the Act, each province is permitted to work out a program suitable to its own conditions. The work of the director, during the coming year, will be largely along the lines of planning and organization. The Director of Education, Mr. L. W. Shaw, is the Provincial representative on the National Council of Physical Fitness.

QUEBEC

The 1945-1946 executive board of the Quebec Branch of the Canadian Physical Education Association includes the following: Board of Directors: Hon. Pres., Dr. A. S. Lamb; Pres., Major L. Saint Piere; Vice Pres., Mr. Em Orlick; Treas., Capt. William Bowie; Sec., Capt. R. Lagarde; Director, Mr. M. Bruker; Committee Chairmen: Membership, Miss G. Desrosiers assisted by Mr. W. Searle; Program, Miss C. Grenier assisted by Miss E. Walbridge; Finance, Mr. M. Burker; Fitness Council, Mr. F. Desmarais; Publicity, Mr. Em Orlick assisted by Capt. R. Lagarde.

Mr. Paul Panneton and his committee are to be congratulated on the translation they have made of the basketball rules into the French language. The French Department of the University of Western Ontario has checked the publication from the language standpoint. The National Committee has given the content official approval. Those wishing to obtain a copy can do so from Mr. Panneton. Considerable interest has been shown in this publication by French-speaking groups outside of Canada. Mr. Panneton's address is 4275 Garnier St., Montreal, Quebec.

From Stanley Rough's column "Across Canada," we learn that Premier Duplessis of Quebec is considering the appointment of a Minister of Youth.

Morrie Bruker, Director of Physical Education, Y.M.H.A., Montreal, is to be congratulated on the successful expansion of his Sports Clinic. Beginning in the spring of 1943 as an instruction program, it gained increasing popular support, and finally expanded into a city-wide project during the early summer of 1945. Sponsored by the Sportsmans' Association and the Quebec Branch of the C.P.E.A., with Romuald Bourque, Dr. A. S. Lamb, and Zave Levinson as honorary chairmen, the Sports Clinic should be a huge success. We are looking forward to play by play news of the development of this expanded program from Mr. Bruker.

ONTARIO

The Ontario Department of Lands and Forests is making is making available thousands of acres of "Crown Lands" for summer resort purposes. Land can be leased for as little as ten dollars an acre per year or can be purchased for a nominal amount.

Lt. Warren Stevens, Director of Corrective Physical Education in the R.C.A.F. Convalescent Hospitals, has returned to his former position as Director of Physical Education at the University of Toronto.

Western Ontario Secondary Schools Association, through its secretary, Mr. Charles V. Box, issued its first news bulletin in September. The W.O.S.S.A. Bulletin supplies a long-felt need with its outlines of proposed activities, its reports on special projects underway in selected schools in the fourteen counties in the district, and recent surveys of interest. It includes book reviews, statistical information, and news of professional personnel. Congratulations are in order for the W.O.S.S.A. and Mr. Box.

Replies from secondary school principals to the questionnaire on girls' competitions reveal that the majority of those who answered favor competition for girls in basketball, volleyball, badminton, swimming, tennis, and archery; that approximately two-thirds support track athletics; and that slightly less than one-third approve of the broad jump or the high jump as activities for girls.

Andy Reekie, Y.M.C.A., London, forecasts a Craft Course for Leaders, a Basketball School, and a Volleyball School during the fall season.

MANITOBA

The Manitoba Branch of the Canadian Physical Education Association has elected their 1945-1946 executive board; President—Mr. R. C. Green, Vice President—Mr. H. Haines and Mr. J. R. Nicol, Secretary—Miss M. B. Jackson, Executive Members—D. Strain, J. D. Finlay, R. V. Shearer, C. Taylor, H. P. Moffatt, E. Ganer, L. Forsythe.

ALBERTA . . . . . By Arthur W. Eriksson

The City of Edmonton Recreation Commission sponsored "Recreation Week," September 2-9 inclusive. About sixty organizations interested in recreation worked together to show the people of Edmonton what recreation facilities were available. Some groups put on tournaments while others invited the public to use their facilities free of charge. An Interscholastic track and field Meet, several field days, and free instruction in archery and swimming were included on the program. The Edmonton Recreation Commission intends to sponsor health and recreation classes in the city during the coming winter.

Professor Maury Van Vleit, who has recently been head of the Physical Education Department at the University of Alberta, addressed the September meeting of the Edmonton Branch of the C.P.E.A., choosing as his subject "National Teacher Training Programs of the C.P.E.A."

The Edmonton Branch of the C.P.E.A. has elected officers for the current year. These include: President—Mr. A. W. Ericksson, Vice President—Miss M. Davidson, Secretary—Mrs. Jean Binnie, Treasurer—Mr. C. Ready; Committee Conveners, Program—Mr. A. S. Bird, Radio and Publicity—Mr. G. R. Jackson, Membership—Miss M. Davidson, Telephone Convener—Miss I. McRae. The Edmonton Branch is to be congratulated on the publication of a newsletter. The first edition of September 12 promises to be the forerunner of an interesting and valuable series.

News from the Dance Section

By Gertrude Lippincott
Mount Holyoke College, South Hadley, Mass.

The Dance Editor takes this occasion to remind all dance-educators that she would like to receive news of all types of activities, programs, lecture-demonstrations, new teaching procedures, and new courses. Remember that news in advance is better than news which has happened, and remember also that the news notes go to the printer a month before their publication. Everyone who teaches dance is asked to send news, not only those people in colleges, but in high schools, elementary schools, settlement houses, Y.W.C.A.'s, and other educational institutions, and from all over the country. Send all material to the Editor, Gertrude L. Lippincott, Mount Holyoke College, South Hadley, Massachusetts.

The Workshop in Production of Sarah Lawrence College announced a production of "Namesake" on September 8. The scenario and design were by Arch Lauterer, the music by Norman Lloyd, and the choreography and costumes by Bessie Schoenberg. The three above-mentioned artists directed and produced the performance. At Bennington College the leave of absence of dance instructor William Bales is announced. Nina Fonaroff is taking Mr. Bales' place for the next four months. Martha Hill, head of dance, writes that senior projects are in progress and will be presented at a workshop on December 6 and 7.

The Vassar Dance Group announces that it has accepted fifteen new members into its Junior Group after try-outs, and that the Group appeared at an Open Meeting at the end of October. The Group will appear at an Open House of the Physical Education Department, showing the winter's season activities, and perform dances from its repertoire. Mary E. Whitney, head of dance at Vassar, anonunces that the Barbara Morgan Dance Photographs will be shown at the college in January.

Mailing List

Will all those members interested in the activities of the Dance Section for the coming year plaese send their names, institutional address, and permanent home address to the Secretary, Mary W. Ball, Cortland State Teachers College, Cortland, New York. The Section is hoping to publish material pertinent to the problem of dance educators sometime during the winter and would like to gather a list of all those wishing to receive notiees of the publications.

A new activity in dance at Mount Holyoke College is the formation of a Choreographer's Group. Members of the Dance Group will be included in the new group and will be selected from those girls in the Dance Group who are particularly interested in working on composition. Gertrude L. Lippincott says that the Choreographer's Group will exist independently of the Dance Group, but will use members of the original group for dancers in its compositions. On October 20, the Mount Holyoke College Dance Group was host to students from Smith College and Massachusetts State College. This meeting was deferred from last April because of the death of the late President Roosevelt. Margaret Hanna and Edith Burnet taught master classes and dances were presented by the Dance Group of Mount Holyoke from its repertoire. On September 22, the Dance Group also appeared at a Symposium, dancing two jazz studies, "Frenetic Rhythms" and "Blues," with music by Patricia Carruthers.

Present officers of the National Dance Section are: Chairman Mary E. Whitney, Vassar College, Poughkeepsie, N. Y.; Past Chairman—Ruth Bloomer, Connecticut College, New London, Conn.; Secretary—Mary W. Ball, Cortland State Teachers College, Cortland, N. Y.; Editor—Gertrude L. Lippincott, Mount Holyoke College, South Hadley, Mass.; Treasurer—Karen Burt, Pomona College, Pomona, Calif.

District officers are as follows: Eastern—Patricia Urner, Wheaton College, Norton, Mass.; Southern—To be appointed; Midwestern—To be appointed; Central—Aileen Lockhart, University of Nebraska, Lincoln, Nebr.; Southwest—Frederica Moore, 1233 Oak Canyon Drive, Fresno, Calif.; Northwest—To be appointed.

Members-at-Large are Claudia Moore, Mary Washington College, University of Virginia, Fredericksburg, Va.; and Ruth Murray, Wayne University, Detroit, Mich.

Advisory Members are George Beiswanger, State College for Women, Milledgeville, Ga., and Margaret H'Doubler, University of Wisconsin, Madison, Wis.

Service Committees for the Section are: Films—Betty Lynd Thompson, Oregon State College, Corvallis, Ore.; Study—To be appointed; Editorial—Gertrude L. Lippincott, Mount Holyoke College, South Hadley, Mass.; Finance—Karen Burt, Pomona College, Pomona, Calif.; Program—Mary E. Whitney, Vassar College, Poughkeepsie, N. Y.; Pre-Convention—Aileene Lockhart, University of Nebraska, Lincoln, Nebr.

Honors for Members of Dance Section in Services

The Dance Section is hoping to honor those members of the Section who are, or who have been, in the Armed Forces of the United States, or in the supplementary services such as the Red Cross, Physiotherapy Division of the Army, USO, and others. The Secretary would appreciate receiving any information concerning these individuals as to their position, official capacity, whereabouts, rank, and other items of interest as soon as possible. All information should be sent to Mary W. Ball, Cortland State Teachers College, Cortland, New York.

Proposed Platform

Members of the Dance Section are asked to look back through their files to the November, 1944, issue of the *Journal* and

re-read the "Proposed Platform on Dance" published in that issue. Ruth Bloomer, past chairman of the Section, is anxious to receive comments, suggestions, and criticisms on the platform, so that a final platform may be drawn up and presented to the National Convention this year. All material should be sent to Ruth Bloomer, Connecticut College, New London, Connecticut, as soon as possible.

Eastern District Association News

By C. Walter Kadel
Wilmington Public Schools, Wilmington, Delaware

DELAWARE

Since March 1943, when a survey was made by the Delaware Anti-Tuberculosis Society, about 22,000 X-rays have been taken in Delaware Schools. G. Taggert Evans, executive secretary of the society, in making an announcement, said that the second annual X-ray of food handlers in Wilmington and vicinity will start Nov. 5, and in down-state areas, the week of Jan. 7. Final diagnostic findings of the X-ray in city schools have just been sent to school officials. The X-ray survey service is financed by the annual Christmas Seal sale.

NEW YORK . . . . . By Alfred G. Andrews

The Central New York Measurement Project, inactive during the war, inaugurated a new program at an initial meeting held at the Hotel Syracuse June 24. Sixteen schools were represented at the meeting and plans were formulated to install testing programs within each participating school and to improve teaching techniques through the use of scientific measurements. Mr. Millard Rogers, Syracuse University, was appointed temporary chairman. Permanent officers will be elected at the September meeting.

Mr. Alfred G. Andrews and Mrs. Marion Stowell of Syracuse, N. Y., and Mr. Kenneth Babcock of Kingston, N. Y., returned to their respective schools after spending six weeks teaching at the Novia Scotia Summer School at Halifax, N. S.

Mr. Ellis Champlin has been appointed Acting Director of Health, Physical Education, and Recreation by Dr. G. Stoddard, Commissioner of Education for New York State.

PENNSYLVANIA

Pennsylvania Association for Health, Physical Education and Recreation

Annual Convention, December 7-8, 1945

(Advance Notice)

Hotel Philadelphian, 39th and Chestnut Sts.

THURSDAY, DECEMBER 6

6:00 P. M. Dinner Meeting of Retiring Executive Committee.

FRIDAY, DECEMBER 7

9:30 A. M. Postwar Planning Committee Meeting.

10:30 A. M. Representative Assembly.

1:30 P. M. First General Session.

Chairman: Dr. William L. Hughes, Director, Health and Physical Education, Temple University.

Topic: (1) What modifications, if any, should be made in physical education and recreation in the light of the experiences of the armed services? (2) What are the implications for physical educators and recreation directors in the veterans' rehabilitation program?

Discussants: A Veterans' Panel of Service Men and Women.

3:30 P. M. Health Education.

Chairman: Elizabeth McHose, Reading High School.

Topic: Results of experiments in controlled diets in the prevention and control of nutritional defects.

Speakers: Dr. Pauline Beery Mack, Pennsylvania State College.

Topic: A practical approach to the problems of health instruction.

Consultants: Experts in classroom techniques in health teaching in the areas of mental hygiene, social hygiene, establishment of health habits at elementary, secondary, and college levels.

3:30 P. M. Camping.

Chairman: George Casey, President, Pennsylvania Camping Association.

Topic: School camping, a needed postwar development.

7:00 P. M. Banquet.

Chairman: Dr. Lloyd M. Jones, President, Pennsylvania Association for Health, Physical Education, and Recreation.

Topic: The meaning of the law requiring complete physical examinations of pupils, and its implications for health and physical education. (This will be discussed by high officials from Harrisburg.)

SATURDAY, DECEMBER 8

9:30 A. M. Men's Sports Clinic.

Topic: Problems of coaching. Discussions by outstanding experts in basketball, football, and lacrosse.

9:30 A. M. Annual Interpretive Basketball Game presented by the Philadelphia Board of Women's Basketball Officials; (a) Discussion of rules; (b) Demonstration of teaching of skills to large classes; (c) Interpretive game.

9:30 A. M. Demonstration lessons in health and physical education at the elementary school level. (This meeting will be at the Girls' High School, 17th and Spring Garden Streets, in connection with the All-Philadelphia Conference of the Philadelphia Teachers' Association.)

12:00 NOON Luncheon Meetings: colleges, sororities, fraternities, other organizations. Notify Program Chairman of place and time for inclusion in official program.

2:00 P. M. Modern Dance.

Topic: A practical approach to modern dance at elementary, secondary, and college levels. Demonstration by a group of college students under a well-known expert.

2:00 P. M.

Topic: Prevention and treatment of athletic injuries.

8:00 P. M. Double-header basketball game at Convention Hall: Muhlenberg vs. Temple; St. Joseph's vs. Utah.

Program Committee: Grover W. Mueller, Elizabeth McHose, Harold Schuler, Lloyd M. Jones, Miriam Schaub, William Meredith, Eleanor Redl, William Ziegenfus, Emily MacKinnon, and Martha A. Gable, chairman, Room 504 Administration Building, Parkway at 21st Street, Philadelphia, 3, Pa.

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How We Do It

Recognizing Academic-Athletic Merit

SINCE certain forms of physical competition, like football, arouse the primal instincts more than others, and since football is a greater "drawing card" than any other sport on the calendar, there is a strong tendency to unduly glorify it, and to offer such costly trophies in recognition of success that many people are convinced that a boy possessing good scholastic records, or other school accomplishments, is too often totally eclipsed by the hero of the athletic field. While it is obvious that we cannot perfectly adapt modern athletic procedure to that of the ancient Greeks in the Olympic games, there should be and is a strong tendency to more justly distribute the awards in all school activities. The laurel wreath of the Olympic victor may not be feasible in this day and age; but surely the Greek ideal of a sound mind in a sound body, and athletics for both the joy and the physical benefits to be derived therefrom should receive more attention by those who are responsible for our future citizens.

It has been stated with some truth that athletic participation may be the salvation of many mentally sluggish or backward pupils, who otherwise would fall by the wayside and enter life's struggle very weakly equipped. This is another reason for some form of recognition of mental and physical attainment other than a diploma for the former, and a gold medal for the latter, awarded separately. The many excellent eligibility rule codes now in effect by the state high school athletic associations throughout the nation are conducive to a closer relationship and therefore better balance between the academic and athletic sides of school life. But there remains much fertile ground for cultivation if we desire fewer misfits, and more sound and symmetrical young citizens.

The following plan may be amplified or changed in accordance with the conditions peculiar to various schools and communities. Its defect probably lies in the limitation of one senior year pupil to be chosen from each school. Junior high school systems operating a definite physical education program could adopt this plan in a modified form.

Organization and Requirements

1. A board or committee in each high school to be appointed by the principal; this board to be composed of five members, the principal included.

2. The requirements upon which such an award shall be based and acted upon are:

a. An average scholastic term grade of "B" or better, throughout the student's course of three years.

b. Participation—letters awarded—in two or more major or minor interscholastic sports each year. Pupils shall have been awarded five letters over a period of three years. (While major sport letters take precedence over those awarded for minor sports, the latter shall be considered on an approximate basis of two minors equalling one major sport.)

c. Leadership, sportsmanship, and influence in the specified activities and otherwise.

d. Individual brilliancy in no single sport or scholastic subject, only, shall be a determining factor in such an award.

3. The present roster of interscholastic sports to be considered are: football, baseball, basketball, track and field, swimming, gymnastics and wrestling, and cross-country running, and any additional sports which may be *officially* accepted for interscholastic competition in the future.

4. Since some flexibility in the foregoing might be necessary to meet a difficult situation, for example, two or more students apparently equal for such recognition, it is suggested that a student's energy and self-sacrifice in the form of working or supporting himself through a part or the whole of his school course shall be considered.

The foregoing plan became effective in Columbus Senior High Schools in June, 1928. The Agonis Club presented each high school with a plaque on which is engraved the name of the pupil chosen for recognition each year. This plaque is the permanent property of each school.

B. E. WIGGINS,
Columbus Public Schools,
Columbus, Ohio.

A Corecreational Playday

SCHOOL systems operating under the 6-3-3 plan often experience an orientation problem arising from the need for integration of students from the junior high schools upon arrival in senior high school.

By sponsoring a corecreational playday, a three-fold objective may be successfully achieved, namely: orientation of students, opportunity for youth to associate under favorable conditions with young people of the opposite sex, and an opportunity for many students to enjoy themselves. This article is concerned with a method successfully used to obtain the above-named objectives.

As is true in the inauguration and maintenance of any corecreational program, success depends upon the cooperation of many teachers. In organizing and making plans for the playday, an attempt was made to include as many departments in the school as possible. By so doing the playday became a school project and not a project of the physical education department alone. The schools involved became playday conscious.

The departments participating and their contributions were as follows:

1. The home economics classes purchased ribbon which they measured and cut by pattern for the awards.

2. The art classes designed the awards, made posters, pennants, and signs.

3. The woodshop classes constructed equipment necessary for the games.

4. Members of the mechanical-drawing classes constructed the playing courts on the athletic field.

5. The Newspaper Club of the English departments wrote articles on the playday which were published in the school papers as well as the local papers.

6. The high school print shop printed the awards.

7. The junior business classes sold refreshments at the playday and the proceeds were used to finance the project.

8. The Camera Club took pictures of the activities and made them into a film strip to be used in the future to stimulate interest in another playday.

9. All of the play activities were taught in the gym classes.

Team Organization

Four hundred boys and girls from the ninth grade of the three city junior high schools participated. Previous to the date of the playday, the participants were divided into two groups of equal number according to size. The largest boys and girls were placed on "A" teams, and the remaining group on "B" teams. The names of sixteen well known colleges were selected to be represented by an "A" and a "B" team. In selecting the teams an equal number of outstanding boys from each school were assigned to act as captains of the teams. Other students were added to the teams until all teams were equal in number and abilities. Each team had the same number of boys and girls from each of the junior high schools and thus school rivalry was avoided. The captains were the only students who knew to which team they had been assigned previous to the playday. No boy or girl knew the personnel of any team until arrival at the athletic field.

Leaders

A week before the playday the thirty-two captains were assembled, assigned to their college, and given instructions for leading their teams. Each boy was made to feel his responsibility and much enthusiasm was developed at the meeting.

Equipment

All equipment was in place on the athletic field upon arrival of students and supervising teachers. At the close of the afternoon each instructor was held responsible for equipment used in his respective games. Sufficient equipment was on hand and it was not necessary to move equipment at any time. Extra balls, shuttlecocks, etc., were on hand in case of accidental punctures, breaks, etc.

Officials

The high school Varsity Club and Girls Athletic Association served as officials. The Varsity Club members were assisted by the G.A.A. members who were the official scorers. A meeting was held with each of the organizations at which time each member was given instructions to follow on the playday, as well as rules for each of the games to be played. This gave the officials time to study and familiarize themselves with their responsibilities.

Assembling of Groups

The playday was held at the high school athletic field which has four entrances. Students were admitted at various gates according to the first letter of their last name. Upon entering the field each was given a tag upon which was written his name, the team to which he or she was assigned, and the division, "A" or "B." The tag was worn so that everyone could learn the names of the other participants. Pennants of the colleges were placed at various places on the field. As soon as a student learned the college team to which he had been assigned he joined his group and became acquainted with his fellow team members.

Movement of Groups

Each captain was given a schedule for his team and the location of the various activities. Directions were given to the groups over a loud speaker which had been set up on the field. In order to check the teams as they arrived and thus avoid conflicts, teachers who acted as supervisors were given schedules for their assigned activities. Each team was allowed three minutes to reach its first activity and become organized. At a signal play was started and continued for twenty minutes. When time was called all games stopped and contestants moved to the next game for another twenty-minute period. This continued until all games had been played by each team.

Scoring

Space was left on the schedule given to each captain for the scoring of points. As the captain reached the location of an activity, the schedule score card was handed to the score keeper. After the twenty-minute play period allotted for each game, the scorer placed the score of the winner and loser on the score cards. In the field events five points were awarded for first place, three for second, and one for third. Scores were given for each relay and each field event. In games such as volleyball the groups played for points with no particular numbers to constitute a game. At the close of the afternoon all cards were handed over to the chief scorer who determined the winner.

Events

The "B" teams played all other "B" teams while the "A" teams played only "A" teams. The same games were played by both groups. This was made possible by having two sets of games. Sixteen activities were in progress all afternoon. The following activities were engaged in:

Volleyball	Softball
Aerial Darts	Corner Kick Ball
Tether Ball	Circle Dodge Ball

Boys and girls were separated for the field events which were as follows:

Boys	*Girls*
Running Broad Jump	Running Broad Jump
8-lb. Shot Put	6-lb. Shot Put
Football Throw	Basketball Throw

Relays were the chariot relay, rope-skipping relay, and shuttle standing-broad jump relay.

Awards

To determine the winners of the day, points were scored for each activity participated in, and these were totaled at the completion of play. The "A" college team and the "B" college team receiving the highest number of points when scores were totaled, were declared the day's winners. Each member of each of the two first-place colleges received a blue ribbon. Second- and third-place winners were similarly rewarded with red and white ribbons.

After play was completed everyone went into the gym and enjoyed a short period of dancing after which the awards were made. We have conducted this playday for the past five years and it has been very successful in achieving the objectives mentioned earlier.

JOE DICKSON
Director, Junior High School Physical Education for Boys
Galesburg, Illinois

★ ★ ★

HONOR AWARD FELLOWS, 1945

EVERY member of the A.A.H.P.E.R. has the right and duty to make nominations of those men and women he thinks are worthy of the Honor Award. The procedure is as follows: (1) send the name to the committee member representing your district; (2) include all the reasons why you think this person is deserving; (3) if requested to give further information on certain qualifications, be willing to give it even if it takes time and effort; (4) do this as soon as possible; do not wait for deadlines.

The committee works by a code in order that qualifications of all nominees can be fairly represented.

All candidates are not expected to meet all the criteria. The committee code includes such facts as follows: membership in A.A.H.P.E.R.; age (at least 40); equivalent of master's degree; ten years' experience in teaching physical education, health education, or recreation; distinguished service through our Association; good character.

The District Chairmen are as follows:

Central District: Mabel Lee, University of Nebraska, Lincoln.

Eastern District: Lloyd Jones, Pennsylvania State College, State College.

Midwest District: Ruth Glassow, University of Wisconsin, Madison.

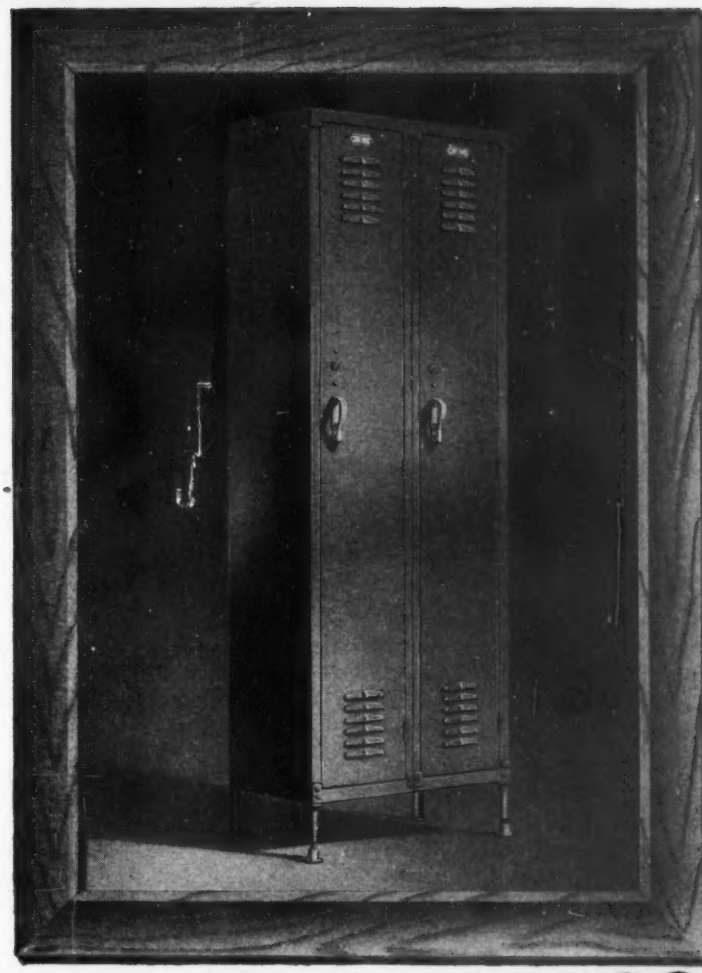
Northwest District: Henry M. Foster, University of Washington, Seattle.

Southern District: Fannie Shaw, Florida State College for Women, Tallahassee.

Southwest District: Louise S. Cobb, University of California, Berkeley.

December 15 will be the last date for filing nominations. Proper blanks for submitting names may be obtained from members of the committee or the chairman. Do it now!—*John F. Bovard*, Chairman, Honor Awards Committee, University of California, Los Angeles 24, California.

IN THE PICTURE AGAIN!



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EDUCATION through radio may soon be a regular part of classroom instruction in many school systems. The Federal Communications Commission recently allocated 20 channels for the exclusive use of educational systems and institutions, and some school systems are considering the sponsorship of regular programs. The Cleveland, Ohio, schools have operated a radio station for several years.

Standards

(Continued from Page 499)

mentary graduates can be depended upon to perform certain tasks of reading, writing, and spelling. As to the college men we can be sure that they have definite skills in these subjects and in fundamentals of whatever other subjects they passed in high school and college, with the exception of one, physical education. The reason is that we have seldom if ever failed a boy or girl in elementary, high school, or college physical education for being unable to run at a given rate of speed, lift a definite weight, throw an object a given distance, dodge fast enough to save his or her life, or endure long periods of physical activity.

In other words, we have never set standards of achievement for promotion from the course in physical education for the sixth grade to that of the seventh grade, from the seventh to the eighth grade, etc. Why not? It can't be because of inherent pupil differences in physical capacities. The same curves or distributions of native differences exist in the populace with reference to academics. Yet our French departments and biology departments stipulate that a student must master a given quantity of their product before he goes on to the next course and then out into the world. Is the product of physical education less important to life? Obviously not. Our negligence is indefensible.

The military induction procedures highlighted the glaring inadequacy of the preparation in our profession. We in health and physical education did only half a job. On the health side we were represented by the completeness and excellence of all kinds of diagnostic tests for the proper function of the eyes, ears, teeth, etc. A thorough medical fitness report was rendered for every candidate. But there was no *physical* fitness report because the so-called "physical" was not a physical examination; it was a medical test. Only a candidate's heart, liver, glands, and alimentary canal had to be in working order, but not the coordinative function of his physique.

The mental capacity test that was given at receiving stations was a mental test. Intellectual morons and illiterates were barred from induction because psychologists had set up standards of intellectual performance. Physical morons, however, were not eliminated, segregated, or assigned to desks because we had never defined for ourselves, military authorities, or the populace, a set of physical performance standards by which physical morons could be recognized.

In the entire system of procedure at induction and classification centers, a physical performance or fitness test was conspicuous by its absence. Psychological testing was well represented. Standards were set up for mechanical aptitudes, clerical aptitudes, driving aptitudes and even for cooking potentialities. But no standard tests were given to determine a man's walking or running potentialities.

The establishment and observance of passing and failing standards of physical fitness performance in school courses may seem radical to school administrators, parents, and pupils, but they will have to be educated to the idea. Their antagonism toward it will create a hue and cry of protest, but then enforced correction of eye defects as an edict of school health authorities traveled a hard road. Universal school insistence on vaccination for smallpox and diphtheria was not accepted overnight. Compulsory correction of dental defects when originally ordered by the Army authorities brought complaints by our aspiring soldiers that they did not intend "to bite Hitler, they only wanted to fight him." In the population at large similar protective health measures had to be enacted. The State of New York now compels all candidates for matrimony to take a serological test for syphilis, the latter not long ago a word unmentionable in public.

Establishing physical performance standards at every educational level, and enforcing them by failing students who do not meet the standards set up in any given grade and school situation, as is done for every other school subject, is entirely practical. In realizing our objectives we can take our cues from our academic brethren. Backward or retarded students in our courses will get extra help. They can be required to do physical "homework" in school under guidance, like the backward readers and poor spellers who receive after-school assistance from conscientious teachers and volunteer student-tutors.

Elementary schools in large cities have C.R.M.D. classes, classes for tudents of retarded mental development. Why not C.R.P.D. classes? This should not be construed to mean corrective or special classes for cardiacs, post-operatives, orthopedics, etc., which now exist in many schools, but a new class, one solely for students judged to be medically or organically sound but who fall so far below the average of physical performance that they might be termed "physical performance morons" or even "performance imbeciles."

Experience with testing measures such as those devised by Cozens, Brace, Rogers, McCloy, Larson and our own modifications applied to entering college freshmen over a period of 28 semesters, has indicated to this writer that in every class of 1,000 college freshmen there will be at least 50 to 100 who cannot lift their own weight once, swim one yard, jump across a six-foot stream, vault over a four-foot fence, or run fast enough to elude an assailant if it requires them to go 100 yards in less than 15 seconds. On an admittedly

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subjective basis, such a youngster at an average age of 17, would fall into the "physical moron" class. Whatever physical educators decide upon as the exact standards of physical performance in any situation would naturally have to be worked out for every subject in physical education, as it is done in mathematics, French, English, biology, physics, etc.

The idea of failing students in our subject who, although organically sound, do not come up to reasonably established standards is not without precedent in physical education. Many schools in the country insist that students learn to swim as a requirement for graduation. The writer is familiar with one such school. At the College of the City of New York a requirement for completion of the two-year health and physical education course and a prerequisite for graduation is the ability to swim 75 feet. The administrative officers of the college support this departmental regulation by withholding the diploma from any student judged to be medically qualified who fails to meet the swimming requirement.

In conclusion, it is this writer's recommendation that we in physical education establish and adhere to definite standards of physical fitness, accomplishment, or performance to be met as a prerequisite for progression from one level or course in physical education to the next. We should fail the delinquents who do not meet the requirements, for by so doing we will insure a satisfactory level of physical fitness among the graduates of our educational institutions.

Competition

(Continued from Page 504)

at Indiana State Teachers College sponsored a Business Proficiency Contest in Typewriting, Shorthand, and Bookkeeping. One teacher entered six students in the typewriting division of this contest. She found that her typewriting class did much more individual drilling on speed tests and key-stroking drills than any other class she had had in her six years of teaching typewriting in that school. The students worked, not for a grade, but for the honor of being chosen to represent their school in this Business Proficiency Contest. The result was that the class as a whole developed in speed and accuracy to such an extent that she called it the best typewriting class she ever turned out. Isn't this worth while? If such results can be accomplished through competition and desire to win public and social approval, why do we not make more use of this desire?

Another Commerce instructor stimulated the interest of the students by running a typewriting tournament each week. The winner's name was posted each Monday morning and left there until another winner was declared the next Monday. He noticed more spare time activity in the typing room than there had ever been before. Given a chance to gain the recognition of fellow students, the members of the class did more work

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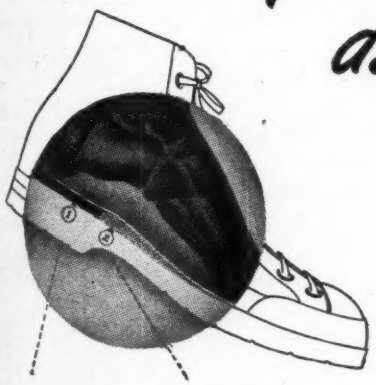

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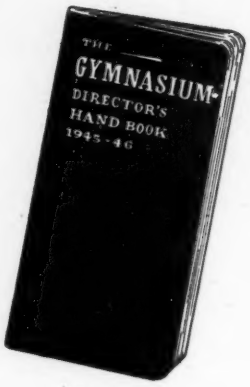

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"on their own." No longer did they meet just at the regular meeting time, but spent noon hours and after-school leisure time in improving their typing skill.

One instructor at Indiana State Laboratory School divided his Biology class into two teams for a review before the final tests. They were called baseball teams and given the names of some big league teams. A member of each team was allowed to ask a question, while a member of the opposing team tried to answer it (much like a pitcher and batter combination). The student answering the question was given a single, two-base hit, a triple, home run, or a strikeout, depending upon the judgment of the teacher as to how well he had answered the question. Competition was keen, and the result was one of the best reviews in terms of learning that this biology class ever experienced. If they had merely been told that they were to have a review on a certain date, preparation probably would not have been so extensive, nor would interest have been so high. This is one instance in which the girls "got into the ball game" as well as the boys.

It has been the writer's experience in college shorthand classes to witness the effect of competition in shorthand learning. Our class was divided into three teams for competition against each other. On Thursdays we had a contest in taking dictation in shorthand. The writer noted that he prepared better for Thursday's lesson than for any other lesson of the week. Many students reported the same experience. The strain of competition every day might be a detriment to the student in terms of over-taxed nerves and strain from being pushed to the limit too often; however, many educators say that to push one's self to the limit at frequent intervals is one of the very finest means of growth and development of capacities.

One instructor, in charge of a group of V-5 naval cadets at Indiana State College, hit upon the plan of dividing them into teams or competitive squads for their work in physical training and aquatic activites. Giving points or credits for the performance of certain feats and stunts, he aroused great interest and stimulated the cadets to their utmost in their desire to be a winner or to be on a winning squad. The improvement in the scores made on strength tests was astounding. The use of both individual and group competition seemed to result in near maximum performance.

CARRYING this idea over into other fields, we have made some very interesting and vital discoveries. Triplett, Mayer, and others have found by comparing work done under conditions of isolation with that done in the presence of co-workers that the presence of fellow-workers tends to increase speed of mental work, especially among the individuals who are slower to learn.[2]

Whittemore investigated the influence of competitive and non-competitive work on output of work in printing with individual rubber types. He introduced attitudes of competition and non-competition in this man-

2 Joseph Zubin. *Some Effects of Incentives.* (New York: Teachers College, Columbia University, 1932.)

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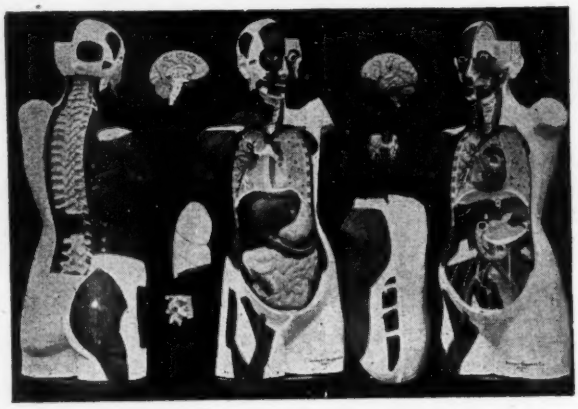

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ner. For non-competition, he told them to get as much work done as they could; for competition, he told them to try to beat their fellow-workers. From this study he found that under conditions of rivalry, the quantity of output was increased. He further states that group rivalry in this experiment produced greater increases than did individual rivalry.[3]

Maller investigated the influence of rivalry for a prize upon scores in the National Intelligence Test. Two groups were given the test. They were then asked to take it again. One group was promised a prize for an improved score, while the other group was promised nothing. While there was no appreciable increase in the scores, there was a considerable increase in number of items attempted by the group which was working for a prize. Thus he substantiated the theory that, when working for a prize (whether of pecuniary or sentimental value), students will try harder.[4]

Of more than twenty surveys and experiments made, rivalry produced an increase in work or output in nearly all cases. In one or two cases in which there was a decrease, it was caused by some emotional disturbance, lack of sufficient motivation, or inability of the individual to register the effect of the motive due to difficulty of the material with which he was working.[5]

From the writer's experience with a group of eighth grade pupils in the Indiana State Laboratory School, the following was found to be true. In competition with other individual students did an average of one more pull-up on the horizontal bar than they had done the week before while perfoming by themselves in a physical education class. In their class, their grade for the term was based partly upon the number of pull-ups they could do; yet they did more pull-ups when competing against one another than when working for a grade. Some students did as many as four more, and only in very few instances did a student fail to do as many as he had done the week before during the "test" period.

Not only does the incentive of being best in something motivate a student to greater efforts and better performance in sports and academic subjects, but it gives him a new outlook on life. The director of one of the boys' clubs in Terre Haute indicated at one time that he felt the reformatories were filled with boys who were not "best" in anything. That is a significant statement. Give a boy a chance to excel in something —let it be basketball, tennis, checkers, marbles, or anything else—and if he can be a winner he takes a new lease on life. He is champion; he is a leader; he has defeated other contestants and has won the battle. On the other hand, one who has not had a chance to excel and become a winner may try to compensate by "getting even," by destroying property, or even by thievery and other destructive acts. The prisons are full of men and women who probably had little chance to excel.

3 Zubin, *op. cit.*
4 I. C. Whittemore, "The Influence of Competition on Performance," *Journal of Abnormal and Social Psychology.*
5 Zubin, *op. cit.*, p. 12.

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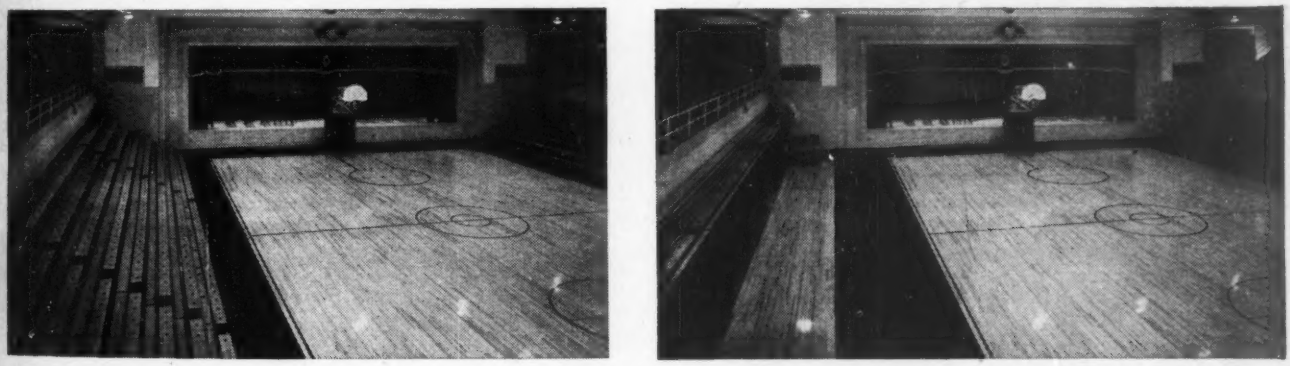

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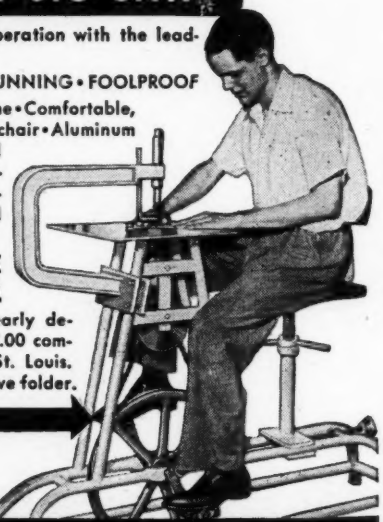
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Modern Dance Composition

(Continued on Page 497)

tion, says that, "as teachers, however, we must keep our ideas free from convention." When books are written on the teaching of dance composition and systems are devised, I feel that the purpose of modern dance is defeated. One recent book with chapters on dance composition is an interesting record of a single experience, but it can hardly be used as a textbook, as the author undoubtedly realizes.[7] "There is, and there can be, no textbook of modern dance composition, though one might conceivably write a personal autobiography on the subject, as has been successfully done in C. Madeleine Dixon's *The Power of Dance.*"[8]

"I am not of the school which believes that one should remain long with technics and exercises in dance composition. It is granted that students need an awareness of the elements of movement, rhythm, form, style, and period, but through the use of finished dances, students can achieve a sense of unity and purpose which is not possible through the preparation of technical studies alone. By and large, it is my conviction that lay students should compose dances as early in their careers as possible. They get a better sense of the art, and the teacher is better able to judge and criticize their work. And with so little time at their disposal, they can utilize it to the best advantage with the finished dance.

There are ways, of course, whereby one can help students; every good teacher has discovered some of them for himself. The setting of specific problems and projects serves as a means of supplying something tangible on which to work, though one must be certain that the projects have a broad range and cover the students' interests. One may ask for technical and locomotor patterns to be composed in planned forms. One might teach parts of an already composed dance, letting the students fill in with their own work. And there could be much more stress laid on improvisation, a method which the followers of Mary Wigman and the Central European dance school found successful in discovering the infinite possibilities of body movement.

These above-mentioned activities are, however, only

7 Radir, *op. cit.*
8 C. Madeleine Dixon. *The Power of Dance.* New York: The John Day Co., 1939.

a few of the many and ever-changing ways to begin dance composition. They should be recognized for what they are, however, mere aids to the final product. Their value lies in their use; they must not be thought of as ends in themselves. The goal is finished dances which can stand as works of art, no matter how simple they are in form and contruction. If there are "creative technics," they lie deep within the dancer, probably not to be rationalized. The teacher's role is to give hints and suggestions, not to try to work out "methods" for composing dances.

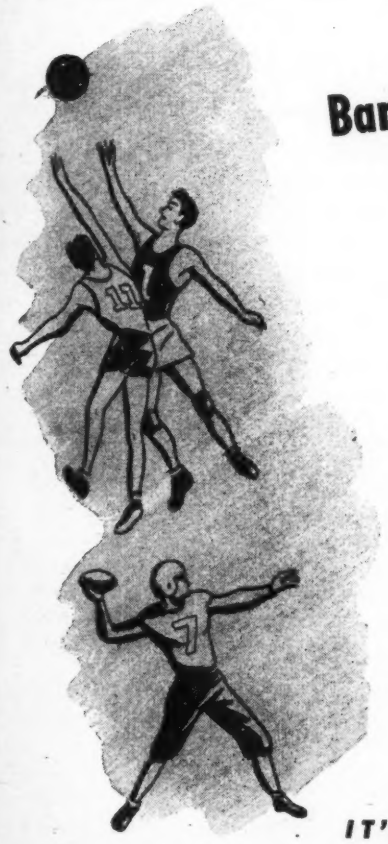
It also seems to me that questionnaires and the so-called scientific methods as applied to the teaching of modern dance composition are just so much wasted paper. Having been the co-author of one such questionnaire, circulated in 1942, I feel that I am somewhat in a position to judge the value of such experiments.[9] The results of the study were dishearteningly small in actual number, and the amount of material which could be used was relatively unimportant. The one contribution which the tabulated material yielded was that everyone teaches differently. The material touched on such items as the general objectives in dance composition, the main problems involved, and the use of form or content as a beginning method. A list as long as one's arm was received in answer to each question and involved great variation. The majority of teachers felt that there was no one main objective; there were many. Nor was there one main problem; there were many. Methods of work, use of stimuli and source material, and adaptations varied greatly.

For this writer, the value of the questionnaire was its clear disclosure that questionnaires are unnecessary. It would be more valuable for teachers to see dances performed by great artists and to encourage in their students a desire to create good dances. It is better for the teacher of dance composition to create a dance than a questionnaire. Dance is an emotional outlet, and too many questionnaires with pseudo-scientific trimmings and too many books on educational theorizing will stunt its growth at the roots.

The conclusions reached in this discussion are two. The first is that one cannot really *teach* dance composition. If we are to believe with the Greeks that education means to "draw out,"[10] the best we can do is to *inspire* composition. The main function of the teacher is that of inspiration—to arouse the interest and enthusiasm to create. The second conclusion is that the students learn to create by creating dances. They can benefit to a certain extent by learning devices, but a course in methods will never produce a dance, or for that matter, a teacher of dance composition. The process of composition is as indefinable in dance as in any of the arts, and educators and teachers would do well to remember this fact.

9 Virginia Byrant and Gertrude L. Lippincott. Survey on Teaching Modern Dance Composition. Modern Dance Center, Minneapolis, Minn.

10 H'Doubler, *The Dance*, p. 165.



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If I believe one thing it is that each teacher must find his own way out of the maze. Every situation he will meet will be different, and he will have to study each one from every possible angle to find the best possible solution. One teacher of composition said recently, very honestly, that she could not make a general statement about her work because every problem she encountered was a new one, and for every new problem there should be a fresh approach.

The great importance of the teacher's role in the process of dance creativity cannot be overestimated. Hundreds of dance recitals are given every year throughout the country under the sponsorship of educational institutions. They represent months of work and study. They give the American audience a taste of modern dance, perhaps its only experience in the art. They are often the sources of future dancers and choreographers. In too many cases, unfortunately, these programs are in poor taste, they give a false impression of the art, and they make no real contribution to the culture of the communities in which they are presented. Much responsibility lies with the teacher. Rather than trying desperately to live up to the Joneses and follow the latest devices, he would do well to develop his own ideas, adequate to the particular situation. His job is to stimulate a burning desire to create in the consciousness of his students. After that desire is produced, he must then mold the grouping activities of his pupils into as finished a work of art as is possible in the allotted time. How he does this is his own concern.

Writing Scripts

(Continued from Page 493)

ment the educator's lectures, textbook, and demonstrations. It also clarifies the analysis of the motion pictures.

One of the great advantages of a still picture is that it may be left on the screen for discussion as long as may be required to clarify one or more points.

To prepare scripts intended for slidefilm production any one of three general treatments are followed:

(1) If the slidefilm, itself, is to include pictures only, the script becomes a teacher's manual providing full information concerning the individual frames of the slidefilm. Some prefer this type of treatment, although many have a preference for slidefilms which carry on each frame at least the information which identifies that picture.

(2) If the identifying type of treatment is used, the script must specify the illustrations as well as the identifying captions. It must also supplement these with manual information which will assist the instructor in the preparation and presentation plans.

(3) A third type of treatment which is also preferred by many people includes all information on the film. This means that the script must designate the pictures and captions to be used on each picture and the continuity or explanatory frames which may be composed entirely of words without illustrations.*

Physical educators have not utilized as yet all the

* Excerpt from letter by Ellsworth C. Dent, General Manager, Society for Visual Education, Chicago, Illinois.

aids that can be secured from pictures. The visual education technique has great promise and the writer hopes to see the development of both motion and still pictures incorporated in teaching procedures. Mr. Dent adds:

A good general rule to follow is that any materials which can be presented in a satisfactory manner by using still pictures should be so presented. Similarly, those situations which require motion to develop correct concepts should be presented in motion. The cost of motion picture production, distribution, and utilization is much greater than the usual cost of still pictures, so it would be a decided waste of money to use the motion picture technique except when it is necessary. There are slidefilm subjects available which might better have been presented as motion pictures. There are also motion pictures available which are no more effective in teaching than would be good still pictures of the same subjects . . . There are motion picture projectors available with stop-on-film devices or attachments permitting a rather poorly illuminated single frame to be projected as a still. This procedure is not recommended inasmuch as individual frames in a properly produced motion picture are not at all satisfactory as stills. Furthermore, a motion picture should present a story in motion and in close continuity. If they have been so produced, stopping on individual frames will spoil the continuity and perhaps actually interfere with conveying correct impressions as originally intended by the film producer. Motion pictures should always be presented in motion and in certain limited instances where a properly constructed slidefilm might be partially supplemented by certain scenes in motion.

Arrangements made between the producer and educator must be handled individually. No set procedure may be stated here. The circumstances usually vary in each instance and therefore no set formula can apply to all. In some instances, those who prepare the scripts and assist with production are simply paid a fee for the work. The amount involved is determined by the time required. Mr. Dent explains still further by stating. "In other instances, those who prepare the script and photograph the stills to be used in slidefilm production are given cooperation in planning and production and a royalty on each of the slidefilms which may be produced from the negative of that subject or group of subjects."

Producers of motion pictures and slidefilms are usually cooperative and willing to pay appropriate fees or royalties for assistance that can be secured from a specialist in physical education and are willing to give appropriate credit to those directly concerned with planning and production.

The South Bay Unit of the California Association for Health, Physical Education, and Recreation had a meeting in Los Angeles sometime ago devoted to training and educational films for the physical education program. Representatives from film industries of Hollywood told of new experiences in making films for the Army and Navy. The directors of these companies are now ready to cooperate with the specialists in the field of physical education and produce the type of film for which we have been clamoring during the past few years. They are now willing to omit all ballyhoo scenes which spoil the films for teaching purposes and concentrate on proper fundamentals of the "how-to-do" type of film.

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Many educators have had the opportunity to be convinced of the value of these teaching films. They have seen the successful results achieved by the armed forces with these teaching aids. Lessons have been taught in one period which would ordinarily have taken three or four lecture periods.

The producers are certain now that they can sell physical education films, or that they can have enough copies in circulating libraries to pay them for the cost of making such films if physical education personnel will work with them in making the analytical type of film.

This is a challenge to our profession. Many physical educators really should try a hand at this work and keep up the standards of the best materials to date. There will undoubtedly be more numerous opportunities to work with increasing numbers of companies in producing the much-needed visual aids for physical education.

In order to avoid duplication of effort, the writer would be interested to hear from anyone contemplating preparation of physical education films for girls or boys. As visual aids chairman of the National Section on Women's Athletics, she would be glad to have the committee serve as a clearing house and also as an aid to the interested member in contacting the producer.

Remember, visual aids speed up learning and clarify actions that cannot always be seen and analyzed sufficiently through description and demonstration. Let us take the opportunity now to develop the film as a medium for improving the teaching of physical education.

Editorials

(Continued from Page 498)

MOST FREQUENT CAUSES FOR REJECTION OF WORLD WAR II DRAFTEES*

Rank	*Cause for Rejection*	*Per cent*
1	Teeth	20.9
2	Eyes	13.7
3	Heart and Blood pressure	10.6
4	Muscles and Bones	6.8
5	Venereal Disease	6.3
6	Mental and Nervous	6.3
7	Hernia	6.2
8	Ears	4.6
9	Feet	4.0
10	Lungs	2.9
11	Miscellaneous	17.7

The most glaring revelations from the comparison of the most frequent items in health examinations and the causes for rejections of draftees are:

* Elmer D. Peasley, "Examination of Yesterday's School Children," *Health Bulletin* (North Carolina) 57:11-14 (May, 1943). Quoted from *Health Instruction Yearbook, 1943*, by Oliver K. Byrd, Stanford University, Calif., Stanford University Press, 1943.

Seven of the causes for rejection are among the nine most frequent items in examination forms.

The teeth and eyes are the two most frequent causes for rejection and are first and third respectively in frequency in examination.

It might be said that the examination items are important to the health of the nation. Further conclusions might just as well be:

1. Health examinations are not effective in bringing about corrections of defects and/or
2. Items important to the health of the nation are not included in the actual examinations and/or
3. Examinations if given are not followed up and/or
4. There is need for continuous preventive and corrective health practices in all levels of education.

Whatever the causes may be, there is evidence that in the past there has been "much ado about nothing"; in other words—our literature is filled with undoubtedly essential preachments which practice fails to accept.

The remedy seems to be a more effective follow-up, more examinations actually given and at regular intervals, and the inclusion in the examinations of all items revealed to be vital to the health of our nation. —By *Karl W. Bookwalter,* Indiana University, Bloomington, Indiana.

Flying

(Continued from Page 503)

a magna cum laude past, one fails the federal examination on Civil Air Regulations. One learns to figure out load factors and to meditate on the wonders of "the adiabatic lapse rate." The budding pilot cannot be a "time-waster." Every spare minute of the day is one more minute toward the desired end.

Recreational Implications

In the Air.—To the reader this process of learning to fly may sound too strenuous to be fun. Is it any different in the acquisition of any new skill? Do you recall when you first attempted to cross the lake in a canoe with the J stroke; when you first mustered enough courage to dive off the diving board; when you first threw your knee out on a Christie; when you bounced about on the back of a horse; when you first dropped a bowling ball down the gutter; when you first dubbed a drive off the tee? Hard work finally brought its reward. The same holds true in flying. For weeks you have been hating your friends who invariably greet you with the words, "Have you soloed yet?" Now at long last you have the coveted wings. Now that you are "over the hump" of your solo flight, you have gained entrance into an exciting new world.

If you are a lover of nature, you can solo at different times of the year to see your favorite mountains garbed in the rich green of summer, etched in the white of winter, or resplendent in the reds of fall. The woods that seemed so big on foot will appear to be a mere

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patch from the air. One day you will spot several deer in a farmer's field and swoop down to watch them scramble for the nearby woods.

On the Ground.—No day is a dull day at the airport. There is always some strange plane coming in—one of those Ercoupes you have heard so much about, a Piper Cub, or a weird looking old Wacco. Interesting people drop in—a man who has been hiding from the Japs for three years in the Philippines; or a Captain of the Air Transport Command who was up in the land of the Eskimos the night before.

Perhaps one of the students will solo today. She has to perform two or three good landings before the instructor will let her solo. Another good one and the bets are on. When the instructor gets out we know she's going to try it. We discreetly keep our places although we are aching to get out into the middle of the field with the instructor to squat down if the final approach is good or to stand if it is too high. She makes it and it is thrilling to see her face when she lands —beaming with pride and joy and the sense of "having made it."

From now on a four-year-old cannot put you to shame when he looks up into the sky to identify a B-29 because you can play that game, too. You know how to spot an Avenger with its low wing or a Thunderbolt with its teardrop canopy. There seems to be an unlimited number of planes and in your spare time it is fun to learn to distinguish one from the other. At the national conference of the A.A.H.P.E.R. in New York City in 1944 we were told how the recreation leader of an Army hospital arranged for model airplanes to be suspended from the ceiling and the types changed daily so that the men could amuse themselves profitably by learning to identify them.

In the Future.—The field is inexhaustible and will continue to be more and more fascinating as planes for civilian use are improved. Forward-looking engineers and business men are fully aware of the possibilities. For the public, and more particularly the recreation leaders, there are great possibilities in this field. The Wisconsin Recreation project as outlined at the Pennsylvania State Convention in Pittsburgh includes areas two hundred miles away from the city to be approached "in your Piper Cub." Lake Erie College announced in the New York Sunday *Times* of January 14, 1945, a Flying Club with credit in physical education. Here at Pennsylvania State College many men and women students have been certified as private pilots at the State College Air Depot. If horseback riding, skiing, sailing, motor-boating, and canoeing are accepted forms of recreation although originally intended as a means of transportation, surely flying can now take its place beside them.

Author's note: The author would like to compile a list of schools and colleges which have facilities nearby for civilian student flying instruction. Please send any pertinent facts to Mildred Lucey, Pennsylvania State College, White Hall, State College, Pa.

The Wisconsin Plan

(Continued from Page 495)

the public schools of Wisconsin for the school day, exclusive of transportation from home to school and return.

2. Coverage for all scheduled injuries under Plan A and up to the maximum indicated.

3. Coverage for all injuries on the playground, class rooms, in the hallways, or on the stairways between the specified opening and closing hours of the school day.

The cost of pupil coverage for the school year, namely, from the opening date until the last day of school exclusive of vacation periods will be 10c per pupil as reported for the total school enrollment for the previous year to the State Department of Public Instruction.

Requirements for participation:

1. The student must be a pupil in a public school which is a part of a community maintaining a W.I.A.A. member high school.

2. He must be certified by the principal teacher of the school as being eligible for benefit under the plan.

3. Coverage will not be effective until the fee on the basis of 10c per pupil as reported on the total enrollment for the previous year has been received in the office of the Secretary. Schools desiring to fully cover themselves may submit their blank and fee at any time after their total enrollment for the previous year is

established. If blank and check are not received by the opening date, then the coverage will be effective only as of date such blank and fee are received in the office of the Secretary.

4. Medical and dental examinations will not be required at the present time but are recommended.

5. Reports of injury must be made by the principal teacher to the W.I.A.A. on a card furnished for that purpose on the same basis and under the same conditions as for the Athletic Accident Benefit Plan.

6. All other requirements for the Benefit Plan, not especially modified under pupil coverage provision, will also prevail.

This does not include coverage for 7th and 8th graders, junior high school pupils, or senior high school pupils during the time they are engaged in practice for and/or participation in intramural or interschool athletic programs.

More than 50,000 pupils were covered under the plan as of September 4. The first-year figure should reach 100,000 and this total should give sufficient information to direct the effort into still greater service. Facts developed should assist in reducing injuries.

Schedule "A" Benefits

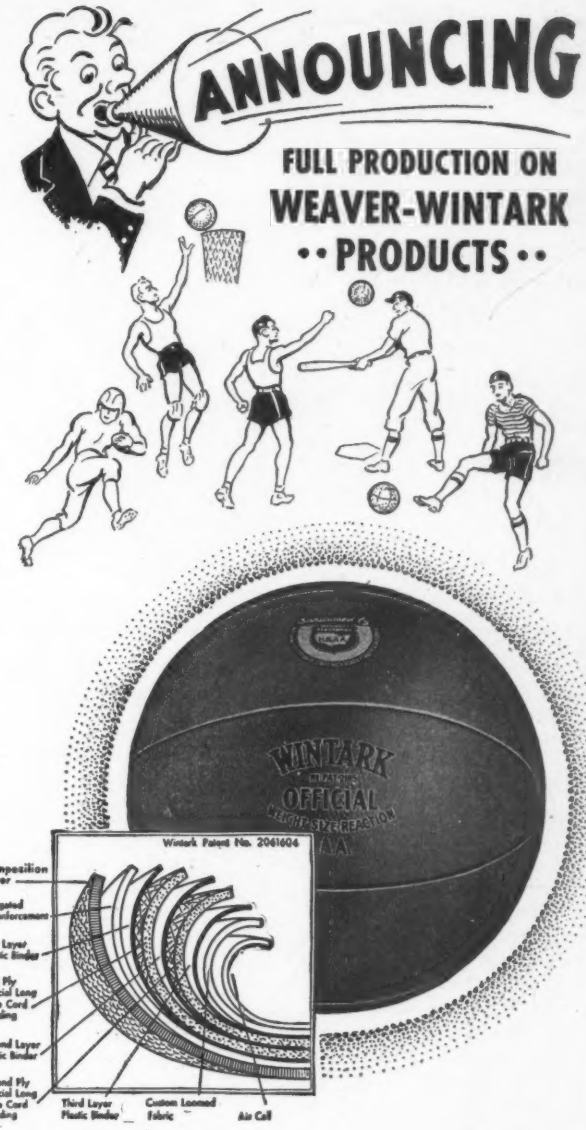
The following are a few of a total of 51 benefits available under Schedule "A." The principal sum is not to exceed $300.

Entire sight of one eye if irrevocably lost	$200.00
Both bones of either leg fractured between ankle and knee	100.00
Both bones of either arm fractured between wrist and elbow	85.00
Cerebral Hemorrhage	75.00
Fractured vertebra	60.00
Ruptured kidney, positive blood in urine	50.00
Either bone of either leg fractured between ankle and knee	45.00
Either bone of either arm fractured between wrist and elbow	35.00
Fractured Collar Bone	30.00
Fractured Nose	15.00
Fractured bone in hand or foot, radiograph required	12.50
X-ray examination to determine fracture (negative to fracture or dislocation)	7.50
Hospital Benefit	75.00
Medical Attendance, maximum	12.00

If an injury does not come under the above schedule of benefits but requires treatment by a legally qualified physician or surgeon, not including treatment on the field at the time of play or practice, an allowance of $2.00 for the first treatment and $1.00 for each subsequent treatment will be made up to a maximum of $12.00. Dental injuries are as follows:

Replacing loosened or displaced fillings	$ 3.00
Loss of one tooth	20.00
Single or simple fracture of jaw	30.00
Maximum fee for one dental injury other than the fractured jaw involving more than one fractured tooth	40.00

Education in its many forms and numerous ramifications is a state requirement. The school in turn has the responsibility of making the training both valuable and safe. Parents and schools operating together can accomplish much in the program for physical fitness.



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Postwar Trends

(Continued from Page 491)

tivities would receive the most emphasis, and would the program include activities that develop physical and organic strength, aquatic activities, various skills, and orthopedic (corrective) work? Table II shows an analysis of the answers to these questions.

Table III indicates the frequency with which specific activities will be required, and appears as follows:

TABLE III

Archery	67	Judo	23
Badminton	99	Lacrosse	20
Baseball	103	Lifesaving	96
Basketball	121	Obstacle Course	68
Boxing	105	Orthopedics (Corr.)	95
Camping	24	Polo (Equestrian)	7
Crew	16	Riding	24
Diving	79	Rugby	13
Fencing	70	Skiing	41
Football	108	Soccer	91
General Conditioning	89	Softball	117
Sports Conditioning	66	Squash Racquets	43
Golf	104	Squash Tennis	11
Gymnastics	78	Swimming	103
Apparatus	91	Tennis	118
Tumbling	99	Paddle Tennis	33
Pyramids	60	Touch Football	114
Handball	94	Track	112
Paddle Handball	25	Water Polo	40
Hiking	44	Wrestling	102
Hockey	25		

Note: The above activities were the only ones appearing on the questionnaire. Others mentioned were volleyball, horseshoes, canoeing, tobogganing, weight lifting, and field hockey.

One of the principal factors lacking in many college and university health and physical education programs in past years has been that no definite standards or requirements were required to be attained in any of the activities offered. In order to get some idea of the postwar trends in this respect, the question was asked: "Will various requirements or standards have to be met in any of the following activities?"

Table IV shows these results as follows:

TABLE IV

Type of Activity	*Frequency with which standards will be required*
Physical Fitness	98
Swimming	90
Lifesaving	52
Water Safety	38
Orthopedic (Corrective) Work	26
Varsity Participation (on the squad)	56
Intramural Participation	55
Recreational Participation	41

In the last three years the physical fitness of the individual has been of primary importance. Many tests of strength and endurance are used by the Armed Forces. How much of this testing will be incorporated into the college and university programs? Table V shows possible trends along this line to be as follows:

TABLE V

TYPE OF TEST GIVEN, AND THE NUMBER OF SCHOOLS REQUIRING THE TEST

Chins	77	Squat Jumps	40
Dips (Parallels)	37	Straddle Angle Chin	2
Push-ups	82	Mile Run	27
Rope climb	49	880-yard run	17
Sit-ups	80	440-yard run	29
Fence vault	25	100-yard dash	32
Vertical Jump	28	60-yard dash	16
St. Broad Jump	26	Brouha Step Test	12
Squat Thrust	68	Schneider Test	1

Note: other tests that were used by some institutions included the following: 50-yd. dash, hop-step-jump, U.C.L.A. battery, high jump, running broad jump, shot-put, Myers test, bar snap, Iowa Brace Test, Rogers' Strength Index, McCloy's Test, Tuttle's Pulse-ratio Test, Cureton's Test, Dodge run, work meter, agility, and Cozens' battery.

Very few of the colleges and universities which answered the questionnaire use dynamometer measurements, such as the hand dynamometer (manuometer), back-and-leg dynamometer, and a dynamometer to measure the pectoral strength (push) and the shoulder-retractor strength (pull). The same may be said of measurements of lung capacity.

Table VI shows the results of the answers to a question of this type.

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TABLE VI

Type of Measurement	*Number of Schools Using the Measurement*
Grip measurements (manuometer)	19
Leg lift (dynamometer)	15
Back lift (dynamometer)	13
Pectoral strength (push)	7
Shoulder retractors (pull)	7
Lung capacity (wet spirometer)	16

As to specific tests in aquatic activities, a goodly proportion of the 128 schools will offer them. Eighty-nine (69.5%) will require some type of swimming test, sixty (47.0%) will require tests in lifesaving, and forty-four (34.4%) will require tests in water safety.

Tests in various skills will be required by sixty-three (49.0%) of the 128 schools answering the questionnaire.

Eighty-seven (68.0%) of the 128 schools have swimming facilities, with sixty of these having one pool, twenty-two having two pools, three having three pools, one having four pools, and one having five pools.

The sizes of these pools vary a great deal, however, and Table VII indicates this as follows:

TABLE VII

Size of Pool	*Frequency*	*Size of Pool*	*Frequency*
35 x 15	1	75 x 40	10
40 x 20	2	75 x 42	5
41 x 18	1	75 x 50	3
42 x 18	1	75 x 60	2
48 x 22	1	80 x 25	1
50 x 30	1	80 x 40	1
60 x 20	12	86½ x 35	1
60 x 24	2	88 x 30	1
60 x 25	4	90 x 30	1
60 x 30	6	90 x 40	1
60 x 33	1	90 x 60	1
60 x 40	3	100 x 25	1
70 x 25	1	100 x 40	2
75 x 24	1	100 x 50	2
75 x 25	11	100 x 60	2
75 x 28	1	150 x 49	1
75 x 30	13	150 x 60	2
75 x 35	13	165 x 55	1
75 x 36	2	180 x 40	1

General Summary

It seems very probable that in the next few years there will be a great deal more emphasis on programs of health and physical education in the colleges and universities than in the past. It may be noted that the majority of schools contacted will require at least two years, with three periods per week of fifty minutes in length. Eighty-five (66.5%) of the 128 schools will offer credit toward graduation for activities in health and physical education.

Seemingly there will be a better selection of activities, and stress will be placed upon activities that develop physical and organic strength, aquatic activities, and skill activities. Many schools signify their intentions of doing some work of a corrective nature. Much more stress will be placed upon definite tests and standards in the total program. Eighty-seven of the 128 schools (68.0%) have swimming facilities, and answers to the questionnaire seem to indicate that much more importance will be placed upon the teaching of every individual to swim. «»

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The Reading Section

New Books - - -

The Autobiography of Science. Forest R. Moulton and Justus J. Schifferes, editors. (New York City 20: Doubleday, Doran and Co., Inc., 14 W. 49th St., 1945) 640 pages, $4.00.

This is a collection of 100 writings on the great triumphs of science in all fields since the beginning of time. Each selection represents the best that the author wrote on that particular subject. With introductory notes by the editors these writings form a complete life story of science.

Voluntary Health Agencies. Selskar M. Gunn and Philip S. Platt under the auspices of the National Health Council. (New York City: Ronald Press Co., 15 E. 26th St., 1945) 332 pages, $3.00.

Until very recently there has been a dearth of information on the voluntary health movement as a whole. The present study, begun in 1941, is in answer to this need. It brings together facts and observations with regard to the voluntary health agencies in the United States which give an overall picture of what has been done on the various levels, national, state, and local. It also presents suggestions for increasing the effectiveness of these organizations together with a list of voluntary health agencies.

Community Living and the Elementary School. 24th Yearbook, Department of Elementary School Principals. (Washington 6, D. C.: Department of Elementary School Principals, 1201 16th St., NW, 1945) 345 pages, $2.00.

This is a group of descriptive reports on successful elementary school programs dealing with various phases of school and community life. It is hoped that the book will assist principals, supervisors, and teachers to adapt their programs better to the needs of children and the community life. It may be used for faculty planning, preparing classroom and community programs, and as professional library material for other purposes.

Hidden Hunger. Icie G. Macy and Harold H. Williams. Lancaster, Pa.: (Jacques Cattell Press, 1945) 272 pages, $3.00.

Here the authors turn the historical and contemporary spotlight on the food we eat and its relationship to our health and happiness. Concentrating chiefly on the American food situation as it has developed since 1930, the authors discuss such problems as food quackery, food problems in a nation at war, in-plant feeding, and the role nutrition will play in the establishment of an enduring peace.

Helping Teachers Understand Children. Prepared for the Commission on Teacher Education by the staff of the Division on Child Development and Teacher Personnel. (Washington 6, D. C.: American Council on Education, 744 Jackson Place, 1945) 468 pages, $3.50.

The study presented here was undertaken on a volunteer basis by a group of classroom teachers and teaching principals. It may be described as a project in cooperative in-service education in which about equal emphasis was placed on individual learning and group stimulation. The book is both a guide to child study and a contribution to the literature of group learning.

Recent Publications - - -

More Firepower for Health Education. Arthur H Steinhaus. (Prepared when the author was affiliated with the Federal Security Agency, U. S. Office of Education.) Government Printing Office, Washington 25, D. C. 50 pages, 15c.

Handbook of Health and Adjustment Services. Curriculum Bulletin, No. 1. Curriculum Council, Portland Public Schools, Portland, Oregon. 55 pages, free.

Time On Your Hands. Consumer Education Series, No. 3. National Association of Secondary-School Principals, 1201 16th St., NW, Washington 6, D. C. 92 pages, 25c, discounts on quantities.

Student Personnel Work in the Postwar College. American Council on Education Studies, Series VI, No. 6. American Council on Education, 744 Jackson Place, Washington 6, D. C. 88 pages, 75c.

Here's How It's Done. Florence B. Widutis. Postwar Information Exchange, Inc., 41 Maiden Lane, New York City 7. 56 pages, $1.00.

Official Basketball Guide for Women. National Section on Women's Athletics, A.A.H.P.E.R., 1201 16th St., NW, Washington 6, D. C.; also may be obtained from A. S. Barnes and Co., 67 W. 44th St., NW, New York City 18. 124 pages, 35c.

Investing in Yourself. Ruth Strang. Consumer Education Series, No. 4, National Association of Secondary-School Principals, 1201 16th St., NW, Washington 6, D. C. 90 pages, 25c, discounts on quantities.

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